URBAN ADJUDICATION PANEL

METRO WINNIPEG SCHOOL DIVISIONS

COMPENSATORY SUPPORT PROGRAM

NOVEMBER 16, 1987

Manitoba
Education

A G E N D A

URBAN ADJUDICATION PANEL MEETING

MONDAY, NOVEMBER 16, 1987

9:00 A.M. - 4:00 P.M.

A G E N D A

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

MONDAY, NOVEMBER 16, 1987
9:00 A.M. - 4:00 P.M.

BROWN BOARD ROOM
124 KING STREET

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*NOTE - PROPOSALS AND EVALUATIONS WILL BE AVAILABLE IN THE BROWN BOARD ROOM ON FRIDAY, NOVEMBER 13, 1987.

MINUTES

URBAN ADJUDICATION PANEL
MINUTES OF MEETING
MONDAY, SEPTEMBER 21, 1987

URBAN ADJUDICATION PANEL MEETING

SEPTEMBER 21, 1987 — **BLUE BOARD ROOM**
MONDAY — **124 KING STREET**

IN ATTENDANCE:

PANEL	STAFF
Gerald McConaghy	Pat Rowantree
Sylvia Taylor	Carolyn Loeppky
Pauline Clarke	Suni Matthews
Richard Graydon	Juliette Sabot
Ben Zaidman	Astrid MacNeill
Jeanette Fortin	Darlene Plett

MANITOBA EDUCATION AUDITOR
Tom Thompson

REGRETS: Anne Jefferson

REVIEW OF AGENDA - PAT ROWANTREE

Pat began the meeting by noting changes in the agenda.
1) The St. Vital S.D. #6 appeal has been withdrawn but Carolyn will provide further information to the Panel later;
2) The Transcona-Springfield S.D. #12 appeal will be at 10:30 a.m.;
3) There is a New Request - Parent Program Assistant for Early School Years.

1) INTRODUCTION - PAT ROWANTREE

Pat introduced a new Inner City Team member - Astrid MacNeill, who will be working in the area of community development. Tom Thompson, the internal auditor, was also introduced.

Pat gave a short overview of the Inner City Initiative. The Core Area Initiative grant was started in 1983 with an amount of $2M. The Compensatory Grant was also started at that time and was initially a formula grant delivered in-house. The purpose of the Team is to provide coherency in program delivery. The Team administers both grants - the Compensatory and the Core Area Education Support Services Program.

Overall responsibilities of the team members include:
-special assignments and activities;
-ongoing, daily activities;
-contacts with community groups and non-profit agencies;
-program development.

Each Team member highlighted several of their responsibilities:

CAROLYN: - contacts with Winnipeg #1 and Metro school divisions;
- coordination and management of Core Area Initiative grant;
- teacher aide training;
- teacher paraprofessionals and parent professional areas;

SUNI: - major responsibility for program development with Winnipeg #1;
- special assignments include alternative and special education, multiculturalism;

JULIETTE: - Early Childhood Education, pre-school and Early School Years projects;
- Parent Child Centres;
- E.L.D.N.S. - 16 elementary schools in Winnipeg #1 and 9 high schools (last year);

ASTRID: - 2 schools - Dufferin and Argyle;
- community contact;
- public information materials;
- identify needs that exist and try to meet those with highest needs;
- learning centre;
- community development and fine arts are resources.

2) REVIEW OF MINUTES

Ben Zaidman noted that on page 1-2 of the Booklet, in the minutes from the May 21-22, 1987 meeting under number three, 1987 should be changed to 1986.

3) WINNIPEG SCHOOL DIVISION NO. 1 - REPORTS AND INFORMATION

Suni indicated that she would not speak on all of the projects listed, but only on the Elementary Counselling, Elementary Migrancy, Special Needs - Division Wide, Cecil Rhodes Challenge Program and Weston Writing to Read. If Panel had questions, on other projects, she would be happy to respond.

ELEMENTARY COUNSELLING:
The Division addressed the question of full-time vs. part-time aide activities in the spring of 1986. In the spring of 1987, the evaluation was received late, however it was extensive.

Suni handed out the Executive Summary and Conclusions of the spring 1987 report to the Panel. It was noted that on page 2 of the report, there were no significant differences on part-time vs. full-time. The researcher went to examine each individual program in the schools, therefore the report became quite extensive. This report did not look at the qualitative differences. The form used by counsellors did not address this issue. On the second last page of the Conclusions - #8, the researcher outlined the need for further examination of the project.

The researcher has met with the elementary counsellors and school principals and has shared results of the study, and a record form with counsellor input will be developed.

Mulvey and John M. King are two new project schools. Staff would appreciate input from the Panel on what they would like to see done.

Gerald - is the issue of trained counsellor addressed?
Suni - not addressed in the evaluation.
Ben - what change has occurred?
Suni - this has not been measured/evaluated. But these two new school programs will give us the opportunity to look at that.
Pauline- the Division is looking at a recommendation to look at the qualitative impact of the program.
Sylvia - what type of professional development, training program, work with children has to be done? A profile should be included.
Pauline- the Division has put in place a statement for a clearly defined role of the counsellor.
Suni - coordinator's function;
group counselling;
individual counselling;
These are the three functions. The coordinating function received the least attention.
Pat - Look at new schools and environmental factors and personnel factors. Ask for these factors to be collected/examined?
Sylvia - would be helpful/important.

Need a list of critical factors - a base to start from - benefits to students.

Pat - the last two pages describe an evaluation cycle;
Year 3 action plan would act on Year 2 recommendations, Year 4 would act on that action plan.

MIGRANCY:

Suni - In spring of 1986 the Panel recommended funding contingent upon the Division's response to the recommendations in the Knowles evaluation by July 15, 1987.
Pages 3-14 to 3-15 - responses to the recommendations;
Pages 3-11 to 3-12 - responses by Knowles to those recommendations.
Re: points 5.1 to 6.3 - staff is seeking direction through the Panel.

Gerald - finds responses somewhat meager;

Sylvia - agrees with Gerald - responses are somewhat global;

Gerald - page 3-12 point 4.1 - response to Panel's concern really isn't answered. The answers aren't flushed out.

Pat - We are presently holding funds on this program;

Pauline- noted that she would act on the recommendations made by Panel at today's meeting. The Division's internal structure has changed. They have advertised a position for Inner City Consultant.

Sylvia - coordinator vs. consultant - what is the difference?

Pauline- Coordinator has staff that report to him/her. Would like to clarify responses. When Panel asks for more comments back, do they want a response to the most recent update?

Pat - Panel would want most up-to-date information and would like more current, in-depth reporting.
Hold funds until November/87 Panel meeting?

Pauline- if funding is not received by the end of November, the Division must lay off teachers. There is concern over this issue.

Panel - does not dispute the importance of this program, but would like more specific responses.

Richard - there must be masses of data, as this is a fourth year program. Is also concerned about teachers being in a tight situation.

Gerald - nno point in having a Panel if specific points, etc. are not being reviewed properly.

Richard - are the questions being asked by Panel so substantial that they will put the program in jeopardy?

Jeanette and Ben - also agree with Gerald.

PANEL RECOMMENDATION: **-asks for review;**
-more specific action plans;
-better documentation.

Will review again in November and then release the funds if satisfactory. The Panel recognizes the value of this program and strongly supports it.

4) APPEALS

Pat gave the Panel a short introduction on the appeal process prior to the beginning of the Appeals. If a school division is not satisfied with a Panel decision, they can bring forth in person at the Panel's next meeting. There have been only two appeals in the past - St. James-Assiniboia School Division No. 2 gave an appeal when Panel awarded them with a .5 counsellor instead of a full-time counsellor position; and River East School Division No. 9 appealed a decision regarding the Teacher Mentor pilot.

Traditionally, the appeal by the Division is presented first for about 20 minutes and then there are a few minutes left for Panel's questions to the presenter.

ST. VITAL SCHOOL DIVISION NO. 6 - COMMUNITY LIAISON WORKER
Carolyn presented this appeal to the Panel. There has been a change in administration - a new Superintendent was hired this year.
Panel stated that this program should continue to have a high priority in this Division.
The Division wants more time to work at the grass roots level before venturing to add new dimension in program thrust. The French Program at Lavallee School has a large percentage of students bussed in from the school division at large.
Pauline- will this affect the overall plan for the program?
Carolyn - there is potential for this proposal to come forward again.

TRANSCONA SCHOOL DIVISION NO. 12 - PARK CIRCLE SCHOOL
Pat stated that the Community Liaison Worker and the Child Care Worker focus was on therapeutic work with children. Panel raised this issue last May and also mentioned that many schools have these types of children and what have they done? The Division is prepared to discuss types of intervention that their school will offer.

Carolyn introduced Gerry Saleski - Consultant for Special Education; and Vic Sellers - Principal, Park Circle School.

Vic Sellers handed out copies of the original proposal to the Panel members.
He began by stating that the school doesn't have necessary supports - it has a lot of program modification.

Gerry Saleski added that this school is part of the regular school system and goes through a review regularly. Park Circle staff went to Marymound and Knowles to observe their programs. How would these services tie in with what our Division provides? There is quite a waiting period at Park Circle School. They would like to provide a more intensive component within the Division. They would like to see an evolving program that would retain the students in the community and use Park Circle as a diagnostic centre - which would then send the student back to the home school. The objective is to get these services into the community.

Vic Sellers indicated that the school gives skills to the students, which they need to participate in a regular program. The majority of the parents are very pleased with what the school has done. Very few drop-outs - they have introduced many to the vocational program. Most students stay for 2-3 years. Parents have the final say in what happens to their child. The school works very closely with social workers and NEW FACESS.

Gerald - re: home community - are all the kids from the same school?
Gerry - No, they are all from the same Division.
Gerald - What is the reason for acceptance of the student? Academic weakness? This is grade 6-9 - what happens in the elementary grades?
Gerry - the school offers transition 7 (which is not quite junior high and not quite elementary).
Gerald - contradiction between the way they set up Park Circle and the policy on mainstreaming?
Gerry - cited example of student for whom Park Circle didn't work.
Sylvia - how many students in Transcona-Springfield School Division? (8,000) How many junior high schools in the Division? (5) What workers do you have available in those schools? Counsellor population?
Gerry - There is one counsellor per junior high school - same with resource staff.
Sylvia - Is there a clinical profile in place? The rate of return to the schools - likes the 3- to 4-month turnover rate.
Pauline- can appreciate the value and necessity of the program. can also see Panel's mandate for inner city characteristics as a target group.
Is concerned about the catchment area in the this Division.
Richard - interest in intent to provide a re-entry process.
Gerry - Would like it to be much shorter in time than previously.

Richard - what changes will you make to effect a four- to six-month turnaround?
Vic - sending school must maintain ownership of the student.
Richard - what do you mean by 'therapeutic'?
Vic - someone qualified to give kids therapy as far as coping with management, behavioral characteristics.
Jeanette- involving families - how is it done?
Vic - problems with this - many are working - can't get them to come to the school.
have elicited much information from the parents.

At this point, Gerry Saleski and Vic Sellers left the Board Room to allow Panel members to discuss and make their decision. Pat Rowantree thanked them for coming and added that Carolyn would be in touch with them shortly to inform them of the decision. Gerry and Vic also thanked the Panel for allowing them to present at the meeting.

PANEL DISCUSSION/DECISION:
Pauline- would like to see that it fits within the Compensatory terms of reference.
Pat - there are obviously academic/emotional problems here, but what are the conditions of poverty?
Gerald - difficulty with the conceptual framework.
Sylvia - problem with whether it really is in the core area characteristics.
Richard - philosophically opposed - during school time staff should not work in a therapeutic mode. Segregated settings do not provide quick fixes and never has a turnaround occured in four to six months.
Social worker in the evenings?
Panel has sympathy for the principal. The school certainly has enough professional staff, however - more than the other junior highs in that Division.
Panel agreed not to fund.

SPECIAL NEEDS:
Knowles evaluation (we did move some dollars out of this area); This was submitted in the spring of 1986 for the third year of funding. The Division did not submit responses that Panel asked them to submit by July 15, 1987.

Pages 3-18 and 3-19 - responses of the Division to the recommendations of the evaluation.
Attention directed to response 5-9 - staff would like some direction from the Panel.

Sylvia - what is the Special Needs Teachers' Support Group?
Suni - the inner city coordinator pulled together teachers to share program information - input from special needs teachers. This was their first meeting in a formal setting. The teachers found this beneficial/helpful.
Gerald - #8 - change re: internal structure of the Division.

Pauline - consultant
Gerald - why was #9 not implemented?
Suni - at this time, the person did not share this information with staff.
Pauline - Division could not afford to implement this.
Pat - again, Panel agreed to HOLD FUNDS in spring until this September meeting - to be decided then. The evaluation has raised some real questions.
Suni - in this program, the teacher registers a classroom and the thrust is in working with behavior rather than an academic process. In this particular case, the teacher had to deal with some pretty emotionally disturbed kids without the back-up.
Sylvia - what direction do they want?
Pat - Panel should decide first whether the recommendations' responses are adequate.
Does Panel want the Division to come back with a more detailed response in November/87 and HOLD FUNDS until then? Panel agreed with Pat's statement.

CECIL RHODES CHALLENGE PROGRAM:
The school is no longer interested in administering this program. They are looking at an alternate location for the program. This proposal will be resubmitted in November/1987.

WESTON WRITING TO READ:
This report will come in June, allowing a full year for the evaluation.
Kindergarten students not included in this year.

Pat asked if there were any more questions from the Panel.

Sylvia - re: Wi Wabigooni - will they continue to stay in the same location until a new one is found? Suni - yes.
re: Curriculum Development - will the materials be made available to other school divisions? Pat - yes.

L U N C H B R E A K

5) METRO SCHOOL DIVISIONS - REPORTS AND INFORMATION

Carolyn - the contingencies for River East and St. Vital School Divisions have been met since publication of the Compensatory Booklet.
River East #9 - Interim Report due April 15/88;
St. Vital #6 - Interim Report due January 3/88.

Gerald - would like to refer to non-Winnipeg #1 as **METRO WINNIPEG SCHOOL DIVISIONS** from now on. Panel agreed.

6) FINANCIAL UPDATE

Carolyn handed out an update to replace pages 6-1 to 6-7. Two sections pertinent are A and B. In 1988 we anticipate that two million dollars will be available for grants.
The balance for 1987 will not be used at all if it is not spent by November.

Pauline - from the school division's point of view, the fall round is a difficult thing.
Programs have already begun in September, etc.

7) NEW PROGRAM REQUESTS

EARLY SCHOOL YEARS - PARENT RESOURCE ASSISTANT:

Carolyn - this position was built into the project at the start. In the first report by Knowles, this was seen as an important position but also a slower one to develop.
This position has evolved - the job description has focused much more on the three points listed in the summary sheet. The request is that this position be funded until the end of June/88 (to coincide with the end of the ESy pilot funding).
The first two years were funded by the Core Area and the third year (this year) is being funded by Compensatory.

Gerald - question re: parental involvement

Carolyn - within school setting and at home (Home Visitation Program);

Jeanette- very important program - Home Visitor has made her very aware of developmental stages of her child. Lets her know where to get more information.

Carolyn - M.E., Winnipeg #1 and CAI funded this program, with a large portion of the money coming from the Winnipeg #1 School Division. The total amount requested is:
MATERIALS - $ 2,370.00
PERSONNEL - $16,939.16
40% of the funding would be from the '87 allocation and 60% of the funding would be from the '88 allocation.

Gerald - this raises the calendar vs. school year issue again. supports the project.

Panel agreed to fund.

Gerald - will there be an evaluation of all the evaluations done at some point? There should be a cumulative evaluation that summarizes it all.

Pat - feels it would be appropriate - should talk about it seriously this year.

Ben - it seems at though the projects have diminished.

Pat - the Team has agreed that they need to get back out there and focus on the development of projects (work on accessibility). Also, part of the reason for this is the organization of Winnipeg S.D. #1.

Gerald - criteria for projects to become more clear.
contingencies re: matching dollars from the school divisions. Is this fair? It becomes more difficult each year for the school board to pass the budget.

Pat - it may be a good idea for the Panel to meet before the May/88 meeting to discuss some of these issues. A February meeting could be set up to put these ideas together. Concern that a focus be put on fieldwork. Make information on projects available to other school divisions.

Ben - criteria for allocating dollars is important - emphasize <u>why</u> the money is there.

Sylvia - re: Metro divisions - there are many pocket areas - the needs there remain constant. Would there be a chance for ongoing funding in these areas?

Pat - that would be up to the Panel, and the fieldwork of the Team.
will come to the November meeting with a tentative agenda and ask Panel to add items to plan the February meeting.

Carolyn - comment for Juliette re: Parent/Child Centre evaluations taking place.
This will give us some things to look at re: innovative programming and implementation. The Parent/Child Centres have been used more and more by the parents and increased in parent ownership. The Year II evaluation is complete. CPMT will be presenting their information to the Winnipeg School Board at the beginning of October/87.

Pat - The Federal Govt. day care issue - looking at permanent funding of the Parent/Child Centres.

Carolyn - the quality of interaction between parents and kids here is great. Early School Years was presented at two inner city conferences (Ottawa and Edmonton). They would also like to present at the National Research Conference in the U.S. this spring.

Pat - this year the program will be going on at seven communities in the Frontier School Division.

8) SPECIAL GRANTS

Carolyn - Terry Fox, R.B. Russell and Needs of Native Children have not sent in reports.
Personal Safety Program final report is due September 30, 1987.
The Teacher Mentor Program - Panel will receive it at the November/87 meeting.
Isaac Newton Band - Suni received report just after the Booklet was sent to the publisher. This was handed out to the Panel.

9) BUSINESS ARISING

Pat - the average salary for Teacher's Aide for Winnipeg #1 is $11,500.00.
re: response questionnaire sent out after the May/87 meeting. The issue was whether or not staff should be present at the time Panel makes their final decision.

Gerald - would have no problem with staff being present at the time of the decision making.

Sylvia - would feel comfortable with staff being present for the decision making.

Gerald - should Panel members be discussing decisions made, in the field, or is that only for the staff to do?

Pat - it is assumed that only the inner city staff will discuss Panel decisions in the field.

Pauline - if the Minutes become public, then the format should be changed (not to include names).

Carolyn - could keep a working set of minutes for the Panel and another set for public information (to keep in the general files).

Another issue raised was whether meetings should be held at other locations. Pat mentioned that 124 King Street was a central location, but that it might be a good idea to hold the meetings in the Brown Board Room, which is much bigger and has better ventilation.

The next meeting on November 16, 1987 will be held in the Brown Board Room at 9:00 a.m.

The meeting was adjourned at 2:30 p.m.

FINANCIAL UPDATE

OCTOBER 1987

COMPENSATORY SUPPORT PROGRAM

1987 FINANCIAL OVERVIEW

Grant Dollars Committed to October 1987		
Winnipeg School Division No. 1	1,326,815	
Metro Winnipeg School Divisions	432,320	
TOTAL	1,759,135	
1987 BALANCE		240,865
Special Grants Dollars Committed to October 1987	122,744	
BALANCE REMAINING		77,256

REVISED OCTOBER 22, 1987

COMPENSATORY SUPPORT PROJECTS - APPROVED MAY 1987

WINNIPEG SCHOOL DIVISION NO. 1

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED SEPT-DEC/87	AMOUNT RECOMMENDED JAN-JUNE/88	FUNDS HELD	FUNDS RELEASED SEPT-DEC/87	DATE RELEASED
ABERDEEN	CURRICULUM DEVELOPMENT	184	3	$17,800.00	$26,820.00		$17,800.00	10/05/87
ABERDEEN	MIGRANCY	182	3	$17,600.00	$26,400.00		$17,600.00	10/05/87
ARGYLE	PRE-EMPLOYMENT	328	2	$21,970.00	$32,954.00		$21,970.00	10/05/87
DUFFERIN	COMPUTER LAB	201	3	$2,300.00	$3,450.00		$2,300.00	10/05/87
GREENWAY	LANGUAGE DEVELOPMENT	214	3	$5,000.00	$7,500.00		$5,000.00	10/05/87
KING EDWARD	LANGUAGE DEVELOPMENT	200	3	$9,600.00	$14,400.00		$9,600.00	10/05/87
PINKHAM	PARENT RESOURCE	272	2	$12,214.00	$18,322.00		$12,214.00	10/05/87
PRINCIPAL SPARLING	LANGUAGE DEVELOPMENT	14	3	$5,448.00	$8,172.00		$5,448.00	10/05/87
ST. JOHN'S	ATTENDANCE	29	3	$4,600.00	$6,900.00		$4,600.00	10/05/87
STRATHCONA	COMMUNITY AIDES	206	3	$9,600.00	$14,400.00		$9,600.00	10/05/87
WESTON	WRITING TO READ	239	3	$4,600.00	$6,900.00		$4,600.00	10/05/87
VICTORIA ALBERT	WI WABIGOONI	194	4	$17,480.00	$26,220.00		$17,480.00	10/05/87
DIVISION WIDE	ELEMENTARY COUNSELLING	250	4	$100,080.00	$150,120.00		$100,080.00	10/05/87
DIVISION WIDE	MIGRANCY	222	4			$209,500.00		
DIVISION WIDE	RESEARCH ASSISTANCE	248	3	$20,000.00	$30,000.00		$20,000.00	10/05/87
DIVISION WIDE	SPECIAL NEEDS	230	4			$250,200.00		
EARLY SCHOOL YEARS	PARENT RESOURCE ASSISTANT	423	NEW	$7,723.66	$11,585.50		$7,723.66	10/05/87
				$256,015.66	$384,143.50	$459,700.00	$256,015.66	

REVISED OCTOBER 22, 1987

COMPENSATORY SUPPORT PROJECTS - APPROVED MAY 1987

METRO SCHOOL DIVISIONS

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED SEPT-DEC/87	AMOUNT RECOMMENDED JAN-JUNE/88	FUNDS HELD	FUNDS RELEASED SEPT-DEC/87	DATE RELEASED
BROOKLANDS	PRE-SCHOOL ENRICHMENT	2-112	4	$22,000.00	$33,000.00		$22,000.00	10/05/87
STEVENSON-BRITTANIA	ELEMENTARY COUNSELLING	2-013	3	$8,000.00	$12,000.00		$8,000.00	10/05/87
MARION	LEARNING ASSISTANCE	4-117	4	$18,000.00	$27,000.00		$18,000.00	10/05/87
MARION/FRONTENAC	LANGUAGE DEVELOPMENT	4-118	4	$4,800.00	$7,200.00		$4,800.00	10/05/87
VICTOR MAGER	HOME-SCHOOL LIAISON	6-180	3	$5,500.00	$8,250.00		$5,500.00	10/05/87
VICTOR WYATT	HOME-SCHOOL LIAISON	6-303	2	$11,400.00	$17,100.00		$11,400.00	10/05/87
KING GEORGE V	HOME-SCHOOL LIAISON	8-137	3	$5,000.00	-		$5,000.00	10/05/87
ARCHWOOD	HOME-SCHOOL LIAISON	8-164	3	$5,000.00	-		$5,000.00	10/05/87
HAMPSTEAD	HOME-SCHOOL LIAISON	9-095	2	$14,000.00	$21,000.00		$14,000.00	10/05/87
PRINCESS MARGARET	HOME-SCHOOL LIAISON	9-396	NEW	$13,000.00	$19,500.00		$13,000.00	10/05/87
NEIL CAMPBELL	ELEMENTARY GUIDANCE	9-364	NEW	$8,000.00	$12,000.00		$8,000.00	10/05/87
MARYMOUND	TRANSITION PROGRAM	10-023	3	$5,640.00	$8,460.00		$5,640.00	10/05/87
ELWICK	ELEMENTARY GUIDANCE	10-307	2	$15,000.00	$22,500.00		$15,000.00	10/05/87
EDMUND PARTRIDGE	LEARNING ASSISTANCE	10-308	2	-	$16,200.00		-	10/05/87
REGENT PARK	HOME-SCHOOL LIAISON	12-177	2	$11,000.00	$16,500.00		$11,000.00	10/05/87
				$146,340.00	$220,710.00	$0.00	$146,340.00	

OCTOBER 30, 1987

COMPENSATORY SUPPORT PROJECTS

SINCE SEPTEMBER 21/87 MEETING

PILOTS

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED	FISCAL YEAR ALLOCATION	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ST. VITAL #6	COMMUNITY/SCHOOL EVALUATION	6-381	PILOT	$15,000	1987	$15,000	18/11/86	27/05/87
WINNIPEG #1	STRATHCONA P/C CENTRE	405	PILOT	$10,000	MAY-JUNE/87	$10,000	10/04/87	12/06/87
NORWOOD #8	KING GEORGE V DROP-IN	8-411	PILOT	$1,500	FALL/87	$1,500	08/07/87	12/08/87
WINNIPEG #1	PEER COUNSLG. TRAINING/ STAFF DEVELOPMENT	414	PILOT	$4,950	FALL/87	$4,950	13/08/87	REDIRECTED
WINNIPEG #1	CONFERENCE ON CAREER DEV. & VOCATIONAL ED.	415	PILOT	$750	FALL/87	$750	13/08/87	REDIRECTED
WINNIPEG #1	HUMAN RIGHTS TRAINING	416	PILOT	$850	SUMMER/87	$850	14/08/87	REDIRECTED
WINNIPEG #1	HUGH JOHN MACDONALD PEER COUNSELLING	330	PILOT	$1,800	FALL/87	$1,800	31/08/87	01/09/87
WINNIPEG #1	ARGYLE PEER MEDIATION TRAINING	421	PILOT	$1,100	FALL/87	$1,100	24/09/87	REDIRECTED
WINNIPEG #1	MULVEY & JOHN M. KING ELEMENTARY COUNSELLING	250	PILOT	$5,000	FALL/87	$5,000	24/09/87	22/10/87
	TOTAL EXPENDITURES TO DATE FOR 1987			$126,744		$122,744		

REVISED OCTOBER 19, 1987 - PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	HOLD
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	FUNDS
RESOURCE	-	$27,360	$41,040	-	-	-	-	-	-	-
CRISIS	-	$38,021	$57,031	-	-	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	184	-	-	$23,800	$35,700	$21,360	$15,360	$17,880	$26,820	-
ABERDEEN MIGRANCY	182	-	-	$17,600	$26,400	$18,080	$27,120	$17,600	$26,400	-
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	-	-	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-
ARGYLE EVENING PROGRAM	273	-	-	$11,200	$16,800	-	-	-	-	-
ARGYLE PRE-EMPLOYMENT	328	-	-	-	-	$21,178	$31,767	$21,970	$32,954	-
CECIL RHODES	205	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-
CHAMPLAIN	006	-	-	$1,600	$2,400	-	-	-	-	-
DAVID LIVINGSTONE	221	-	-	$200	$300	-	-	-	-	-
DUFFERIN COMPUTER LAB	201	-	-	$3,040	$4,560	$512	$768	$2,300	$3,450	-
DUFFERIN ESY	031	-	-	$3,200	$4,800	-	-	-	-	-
FORT ROUGE	034	-	-	-	$17,000	$10,540	$15,810	-	-	-
GORDON BELL TRANSITION	-	$5,882	$8,824	-	-	-	-	-	-	-
GORDON BELL	188	-	-	$17,200	$25,800	-	-	-	-	-
GREENWAY LANGUAGE DEV.	214	-	-	$4,360	$6,540	$4,320	$6,480	$5,000	$7,500	-
HUGH JOHN MACDONALD NUTRITION	190	-	-	$4,400	$6,600	-	-	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	$18,680	-	-	-	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	$9,680	$14,620	-	-	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	$2,406	$3,609	-	-	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	-	-	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	$4,000	$6,000	-	-	-	-	-
KING EDWARD LANGUAGE DEV.	200	-	-	$11,000	$16,500	$8,640	$12,960	$9,600	$14,400	-
NATURAS	066	-	-	$3,000	$4,500	-	-	-	-	-
PINKHAM PARENT RESOURCE	272	-	-	-	-	$10,000	$15,000	$12,214	$18,322	-
PRINCIPAL SPARLING ESY	14;15	-	-	$5,400	$8,100	$4,720	$7,080	$5,448	$8,172	-
RIVER ELM PARENT RESOURCE	274	-	-	-	$13,556	$9,037	$16,000	$10,800 *	-	-
ST. JOHN'S ATTENDANCE	029	-	-	$3,680	$5,520	$3,920	$5,880	$4,600	$6,900	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	-	-	-	$41,700	$27,800	$45,000	$30,000 *	-	-
SHAUGHNESSY MATH	199	-	-	$1,968	$2,952	-	-	-	-	-
STRATHCONA AIDES	206	-	-	$8,160	$12,240	$8,640	$12,960	$9,600	$14,400	-
WESTON WRITING TO READ	239	-	-	-	$24,540	$16,360	$4,500	$4,600	$6,900	-
TOTAL		$80,533	$120,800	$161,168	$338,648	$204,267	$247,405	$151,612	$166,218	

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	HOLD
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	FUNDS
WM. WHYTE - BOOK MAKING	007	-	-	$1,300	$1,950	-	-	-	-	-
WI WABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480	$26,220	-
AUTHORS IN RESIDENCE	322;215	-	-	$3,840	$5,760	$4,000	$6,000	-	-	-
COMPUTER LAB	033	-	-	$40,600	$60,900	$17,040	$25,620	-	-	-
COUNSELLING - ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080	$150,120	-
- JR. HIGH	"	$14,739	$22,109	-	-	-	-	-	-	-
- SR. HIGH	"	$16,690	$25,034	-	-	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	-	-	-	-	$4,739	$3,159 *	-	-
PARENT RESOURCE ASSISTANT	423	-	-	-	-	-	-	$7,724	$11,585	-
ETHNIC WORKERS	370	-	-	-	-	-	$28,560	$19,040 *	-	-
INNER CITY PARENT	329	-	-	-	-	$5,744	$8,616	-	-	-
INNER CITY P.D.	335	-	-	-	-	-	-	-	-	-
INNER CITY RESEARCH	261	-	-	$3,000	$4,500	-	-	-	-	-
LANGUAGE ARTS K-3	376	-	-	-	-	-	-	-	-	-
MIGRANCY - DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$83,800	$125,700	HOLD
MULTICULTURAL	324	-	-	-	-	$10,000	$10,000	$10,000 *	-	-
PEER COUNSELLING	330	-	-	-	-	-	$28,020	$13,160	$19,740	-
RESEARCH	248	-	-	$20,153	$30,230	$20,000	$30,000	$20,000	$30,000	-
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$100,080	$150,120	HOLD
VERTICAL INTEGRATED PROGRAM	003	-	-	$16,000	$24,000	-	-	-	-	-
TOTAL		$399,685	$599,528	$510,481	$862,618	$535,531	$800,680	$526,135	$679,703	
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,336,211		$1,205,838		
CALENDAR YEAR TOTAL			$1,110,009		$1,398,149		$1,326,815			

*APPROVED NOVEMBER 1986

REVISED OCTOBER 19, 1987 - PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	HOLD FUNDS
M.E.										
EVALUATION: HOME-SCHOOL		-	-	-	-	-	$4,000	$11,000 *	-	-
GUIDANCE		-	-	-	-	-	-	$6,000 *	$9,000 *	-
		$0	$0	$0	$0	$0	$4,000	$17,000	$9,000	
#2										
BROOKLANDS	2-112	$27,600	$41,400	$22,280	$33,420	$22,000	$33,000	$22,000	$33,000	-
STEVENSON-BRITTANIA	2-013	-	-	$5,640	$13,160	$8,000	$12,000	$8,000	$12,000	-
JAMESWOOD	2-365	-	-	-	-	-	$12,000	$8,000 *	$12,000 *	-
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000	$57,000	
#4										
MARION	4-117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000	$27,000	-
MARION/FRONTENAC	4-118	-	-	$4,597	$6,895	$4,800	$7,200	$4,800	$7,200	-
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800	$34,200	
#6										
LAVALLEE	6-178/ -399	$15,000	$22,500	$15,000	$22,500	-	-	-	-	-
VICTOR MAGER	6-180	-	-	$10,400	$15,600	$10,800	$16,200	$5,500	$8,250	-
VICTOR WYATT	6-303	-	-	-	-	$10,400	$15,600	$11,400	$17,100	-
		$15,000	$22,500	$25,400	$38,100	$21,200	$31,800	$16,900	$25,350	
#8										
KING GEORGE V	8-137	-	-	$4,100	$6,150	$9,600	$14,400	$5,000	-	-
ARCHWOOD	8-164	-	-	$4,100	$6,150	$9,200	$13,800	$5,000	-	-
FREE STAGE FOR YOUTH	8-379	-	-	-	-	-	$1,800	$1,200	-	-
		$0	$0	$8,200	$12,300	$18,800	$30,000	$11,200	$0	
#9										
MILES MACDONNELL	9-096	$16,000	$24,000	$16,000	$24,000	-	-	-	-	-
HAMPSTEAD	9-095	-	-	$4,000	$6,000	$12,800	$19,200	$14,000	$21,000	-
CHILD ABUSE	9-171	-	-	$2,512	$3,768	-	-	-	-	-
NEIL CAMPBELL	9-364	-	-	-	-	-	-	$8,000 *	$12,000 *	-
PRINCESS MARGARET	9-396	-	-	-	-	-	-	$13,000	$19,500	-
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,000	$52,500	

*APPROVED NOVEMBER 1986

REVISED OCTOBER 19, 1987 - PAGE 2

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	HOLD FUNDS
#10										
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	-	-	-	-	-
MARYMOUND	10-023	-	-	$5,333	$7,999	$5,520	$8,280	$5,640	$8,460	-
SEXUAL ABUSE	10-065	-	-	-	-	$3,200	$4,800	-	-	-
ELWICK	10-307	-	-	-	-	$15,000	$22,500	$15,000	$22,500	-
EDMUND PARTRIDGE	10-308	-	-	-	-	-	$16,200	$10,800 *	$16,200	-
		$14,000	$21,000	$19,333	$28,999	$23,720	$51,780	$31,440	$47,160	
#12										
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	-	-	-	-	-
REGENT PARK	12-177	-	-	$4,000	$6,000	$14,200	$21,000	$11,000	$16,500	-
		$15,200	$22,800	$19,200	$28,800	$14,200	$21,000	$11,000	$16,500	
		$106,260	$159,390	$145,622	$223,132	$143,520	$248,980	$183,340	$241,710	

SCHOOL YEAR TOTAL	$ 265,650	$ 368,754	$ 392,500	$ 425,050
CALENDAR YEAR TOTAL		$ 305,012	$ 366,652	$ 432,320

*APPROVED NOVEMBER 1986

TOTAL GRANTS 1987	$1,759,135
BALANCE 1987	$240,865

METRO WINNIPEG SCHOOL DIVISIONS

RENEWALS

PROJECTS REQUESTING 2ND YEAR FUNDING

PROJECTS REQUESTING 2ND YEAR FUNDING

PROJECT	DIVISION/SCHOOL	FUNDED 86/87	REQUEST 88/89	RECOMMEND	PAGE NO.
Migrancy Teacher	St. James/ Assiniboia #2 Jameswood	$20,000	Jan-June 1988 - $12,000	$12,000	3-3

MIGRANCY PROGRAM

JAMESWOOD SCHOOL

ST. JAMES-ASSINIBOIA SCHOOL DIVISION NO. 2

INNER CITY INITIATIVE
Education, Training and Employment

124 King Street Winnipeg, Manitoba R3B 1H9 (204) 943-0783 or 945-0368

December 22, 1986

Mr. J. Friesen
Superintendent of Elementary Schools
St. James-Assiniboia School Division No. 2
2574 Portage Avenue
Winnipeg, Manitoba
R3J 0H3

Dear Mr. Friesen:

RE: Compensatory Support Program - Jameswood - Migrancy Program - PR-SD2-365

On November 17th, 1986, the Adjudication Panel recommended funding for the above program. They recommended funding for 18 months which covers the period from January, 1987 to June 30, 1988.

I wish to clarify the wording of the recommendation. The dollars indicated on the recommendation sheet relate to the salary ($19,000) and materials ($1,000) for one year only - January 1, 1987 - December 31, 1987. The Adjudication Panel will review the project in November, 1987 and if favorable, the additional six months funding will be approved for the 1988 period January, 1988 - June, 1988.

Please not the correction in dollars allocated for materials.

If you require further clarification, please call.

Sincerely,

Susan Fonseca

Susan Fonseca
Program Manager
Inner City Initiative

SF/di

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: St. James-Assiniboia S.D.#2

SCHOOL: Jameswood

RENEWAL:

NEW: X

PILOT:

REQUEST: $20,000

PROJECT TITLE: Migrancy Program

FILE NO: PR-SD2-365

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $20,000 for 18 months ($19,000 personnel, $1,000 materials) for January/87 - June/88 contingent upon receipt of a fully developed plan to include:

a) the establishment of a steering committee including but not limited to staff and parents;

b) the Division confirming that it will review the roles of present in-school support staff and division CGC-type staff;

c) inclusion of parent programs at the school level;

d) inclusion of a staff development plan which includes information regarding the role of the principal;

e) inclusion of a liaison plan with the Department of National Defence;

f) submission of an evaluation plan by January 30, 1987;

g) an interim report submitted by June 30, 1987 and a final evaluation by April 15, 1988.

RECOMMENDATION: $20,000

HOLD FUNDS

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: URBAN

M.E. STAFF PERSON: JACK KING

SCHOOL DIVISION: ST. JAMES-ASSINIBOIA NO. 2

SCHOOL: JAMESWOOD

TRANSITION PROGRAM

DESCRIPTION OF NEED

75% of the 190 students come from Armed Forces families. 18% are single parents. An average of 6-8 months per year, one parent is away from the base. The community is transient. In the Grade 6 class students have transferred in from eight different educational systems. Most of the housing is subsidized. The educational level of parents tends to be approximately Grade 8 as most armed forces personnel are at a cadet to sargeant level.

PROGRAM OBJECTIVE

The program would orient the families to the community and school and encourage parental participation in the school. An improved intake system for new students would be developed.

PROJECT DESCRIPTION

A half-time teacher would provide assistance to students and parents in transition to a new school and community through:

a) developing an orientation program;

b) encouraging participation of parents in the education of their children and in developing a Parent Council;

c) collecting data and coordinating records sent between sending and receiving schools; and

d) assessing student needs in order to facilitate appropriate placement and programming activities.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Interim report is attached. Progress can be identified in relationships with community at large and with the Forces Base. Students registering this year have very high needs; additional staff will be added by the Division to the school.

YEAR II EVALUATION PLANS

Three components - In School Program, Community/Parents, D.N.D. Military will be evaluated, student assessments, surveys, questionnaires, interviews and ongoing anecdotal logs will be utilized.

ACTUAL COST 1987

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$19,000.00	**Personnel:**	

REQUESTED BUDGET 1987/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$12,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $12,000.00

COMMENTS/CONTINGENCIES

The program experienced a new staff member and a new school administration. Both are very supportive of the program. Principal of the school has established a nursery program at the school in conjunction with the U. of M. Early Childhood Faculty.

STAFF RECOMMENDATIONS

That Manitoba Education fund a maximum of $12,000.00 to the Migrancy Program at Jameswood for the period of January 1 to June 30, 1988.

Jameswood Orientation Program
(Migrancy Program Project)

Interim Report Addressing
the Adjudication Panel's
Comments/Contingencies/Recommedations

Submitted by: Lorraine MacDonald
87/10/22 JOP Teacher

DESCRIPTION OF PROBLEM:

An overview of the literature and research on highly mobile student populations recommends a definite need for programs to assist both students and parents in their adjustment to the new school and community situation. The Jameswood School Compensatory Fund Program was designed to address these needs.

Jameswood School is an elementary school (K - 6) located adjacent to CFB Winnipeg, Westwin, Manitoba in St. James-Assinibola, School Division #2. Due to the school's location, a large percentage (75-80%) of the school population are children of Armed Force Personnel. As a result of their frequent moves, shifts from one school system to another, and the stress of repeatedly attempting to adapt to new schools and communities, many of these children experience problems at school, ranging from academic to social to behavioural. Some of the difficulties and negative academic effects experienced by these children are a reflection of the unique stress suffered by their families who are offered limited support services by the base community.

In addition to the high rate of student mobility, significantly increased number of special needs children make up the school population at Jameswood as equivalent services required by these children are not available in other Canadian Forces Bases. The Armed Forces recognize the special services provided at Jameswood, and attempt to transfer those families with identified special needs children here, as opposed to postings where no such services exist. This recognition however, often creates a magnification of the negative effects of transfer on both child and his/her family, as military personnel are often denied preferred postings because of lack of services for the identified needs of their children.

Although the administrative offices of the Educational Support Services in St. James-Assinibola School Division #2 are located at Jameswood School, ESS personnel are not generally allocated additional time at Jameswood. Due to the marked increase in numbers of special needs children enrolled this term, we were able to negotiate only one-half day of extra time from the psychology department. Jameswood School also increased the amount of resource time in September, 1987.

A further significant increase in mobility of school population and in numbers of special needs children is expected in 1988. The Canadian Forces movement operation, titled "Rotation 88", plan for the arrival of an entire battalion from Germany and the departure of the battalion of the 3 Royal Canadian Regiment from Winnipeg. Many school age children will be affected. Their sense of control, safety and security, as well as their academic sequence is often threatened. With such moves the child is not included in the moving decision process and the child views the move as sudden and arbitrary. Jameswood Compensatory Fund Program is designed as a support system which eases the integration of new families into the school and its community, as well as moderating the effects of mobility on departing families.

The Compensatory Fund program (now called Jameswood Orientation Program (JOP) at Jameswood School focuses on three major areas:

1) An in-school program (staff and students).
2) Communituy outreach (parents).
3) DND (military) liaison.

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: St. James-Assiniboia S.D.#2

SCHOOL: Jameswood

RENEWAL:

NEW: X

PILOT:

REQUEST: $20,000

PROJECT TITLE: Migrancy Program

FILE NO: PR-SD2-365

[redacted]

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $20,000 for 18 months ($19,000 personnel, $1,000 materials) for January/87 - June/88 contingent upon receipt of a fully developed plan to include:

a) the establishment of a steering committee including but not limited to staff and parents;

b) the Division confirming that it will review the roles of present in-school support staff and division CGC-type staff;

c) inclusion of parent programs at the school level;

d) inclusion of a staff development plan which includes information regarding the role of the principal;

e) inclusion of a liaison plan with the Department of National Defence;

f) submission of an evaluation plan by January 30, 1987;

g) an interim report submitted by June 30, 1987 and a final evaluation by April 15, 1988.

RECOMMENDATION: $20,000

HOLD FUNDS

ADJUDICATION PANEL COMMENTS/CONTINGENCIES RECOMMENDATIONS

A) The establishment of a steering committee including but not limited to staff and parents.

A steering committee was established early in 1987. Original members of this committee included:

Major Doug Brazeau - CFB Winnipeg
Mr. Jack King - Core Area Initiative, Winnipeg
Mr. Nick Yacheson - Principal of Jameswood School
Mr. Rick Collins - Resource Co-ordinator, St. James-Assiniboia S.D. #2
Mrs. Jean Milne - President, Parent Council at Jameswood School
Mr. Hugh Ritchie - Teacher, Jameswood School
Mrs. Carol Boldt - Compensatory Fund (JOP) Teacher, Jameswood School

Present members of this committee include:

Major Doug Brazeau - CFB Winnipeg
Caroline Leoppky - Core Area Initiative, Winnipeg
Mrs. Sharon Smith - Principal, Jameswood School
Mr. Rick Collins - Resource Coordinator, St. James-Assiniboia S.D. #2
Mr. Pete Comeau - President, Parent Council at Jameswood School
Mrs. Diane Soltess - Teacher, Jameswood School
Lorraine MacDonald - Compensatory Fund (JOP) Teacher, Jameswood School

Two meetings have been held by this committee and a third is for late November, pending the return of Mr. Pete Comeau who is presently on course in Camp Borden.

Enclosed are copies of the minutes of these meetings.

JAMESWOOD SCHOOL

1 Braintree Crescent
Winnipeg, Manitoba R3J 1C7
889-8890

STEERING COMMITTEE - JAMESWOOD ORIENTATION PROGRAM

WEDNESDAY, MARCH 25, 1987 7:00 P.M.

PRESENT: N. YACHESON, D. BRAZEAU, R. COLLINS, H. RITCHIE, J. MILNE
J. KING, C. BOLDT

Members were introduced. Each had a file folder containing the following info:

parent survey results, staff survey results; monthly contact summaries; letter from a parent; minutes of all meetings with military; letter to Driector of Dependants' Education; letter to Lt. Col. Derksen (Westwin Base); information letter to incoming families; information letter to principal's of sending schools; description of program and job description of teacher.

Each of these was briefly presented and discussed, in order to recap progress to this date.

Future plans/scope were briefly discussed. These are to include a more specific survey/questionnaire of parents. Carol and Rick Collins will work on this; an evaluative tool for early assessment - Carol and Hugh Ritchie will work on this; more details to the in-school procedures will be added - Carol and Nick; Mrs. Milne and the Jameswood Parent Council will decide on information to be added to the parents' info package; Carol will meet with this executive to help set up a parental buddy system; Maj. Brazeau will meet with the Westwin Community Council to assess/direct/improve their Welcome Wagon and other base community service functions; Carol and Nick will maintain liaison with the base to ensure the transfer of posting information to the school.

Jack King explained the role of the required Steering Committee to Mrs. Milne and Maj. Brazeau.

Carol will contact all members for a second meeting, by end of April

Meeting adjourned 8:20 p.m.

STEERING COMMITTEE MEETING

JAMESWOOD ORIENTATION PROGRAM

Thursday, June 11, 7:30 p.m.

Present: Chris Boyer (parent), Nick Yacheson, Jack King, Hugh Ritchie, Rick Collins

The purpose of this meeting was to discuss the aspects of the J.O.P. relating to parents. Each person present was given a copy of the results of the most recent survey of Jameswood parents, a copy of an article "Helping Hands" from Sentinel magazine, and the completed outline of the J.O.P. Section D of the latter presented an outline of possible ideas for outreach into the community. These were discussed, alternative ideas and procedures suggested. The following points were agreed upon:

- Importance of school information packages which will be left with Base personnel to hand out.
- some type of social evening in the fall for new families.
- Importance of buddy for child-remind staff to prepare for matching new children with buddies -- note sent home with new child with name, address and phone numnber of his "buddy."
- Volunteer parent to act as "contact" person -- to receive phone calls from new families over summer, have extra info. packages to hand out as necessary, answer questions about school and community, contact Welcome Wagon with names of new families, etc.

Meeting adjourned at 9 p.m.

B) The Division confirming that it will review the roles of present in-school support staff and division CGC-type staff.

St. James-Assiniboia School Division #2 has reviewed the role of in-school support staff and division CGC-type staff.

a) JOP teacher, Ms L. MacDonald, received conference registration funding for a summer course titled "Orientation and Elementary School Counselling."
b) In response to the increased number of special needs children enrolling at Jameswood School in August and September 1987, the school division increased the allocated time of ESS psychological services by one half a day.
c) Due to the rising number of Low Incidence and other special needs children, the division also increased the amount of resource teacher time by 20%.
d) The school division has released an empty classroom for use by a nursery school. In this way a definite community need is being met as a total of 48 students are currently enrolled. This nursery school program serves children of our school catchment area and serves as practical experience for University students enrolled in Early Childhood Education. Doreen Yamashita is the on site supervisor. The program costs parents a nominal fee of $5.00 per month.

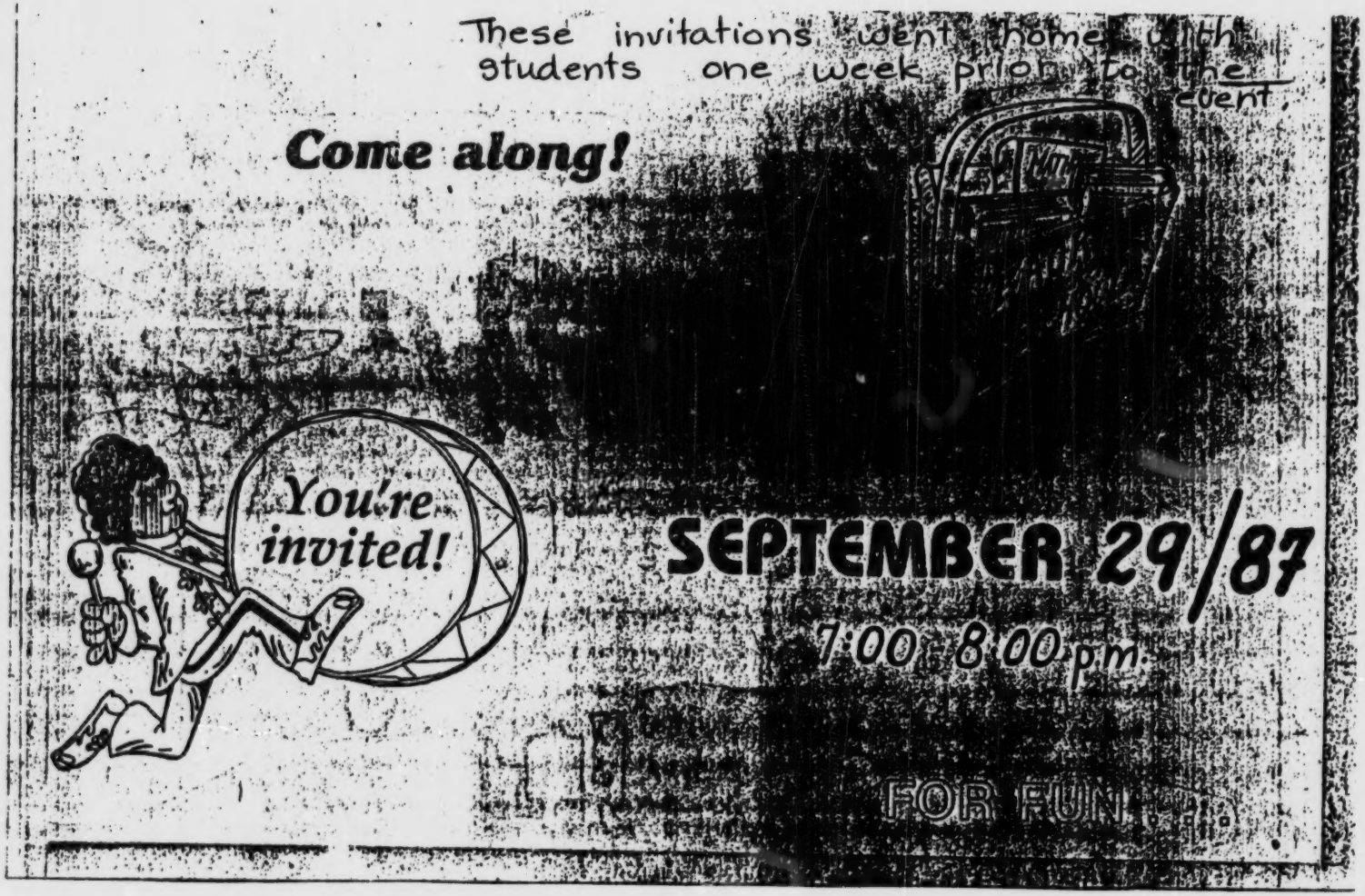
C) Inclusion of parent programs at a the school level.

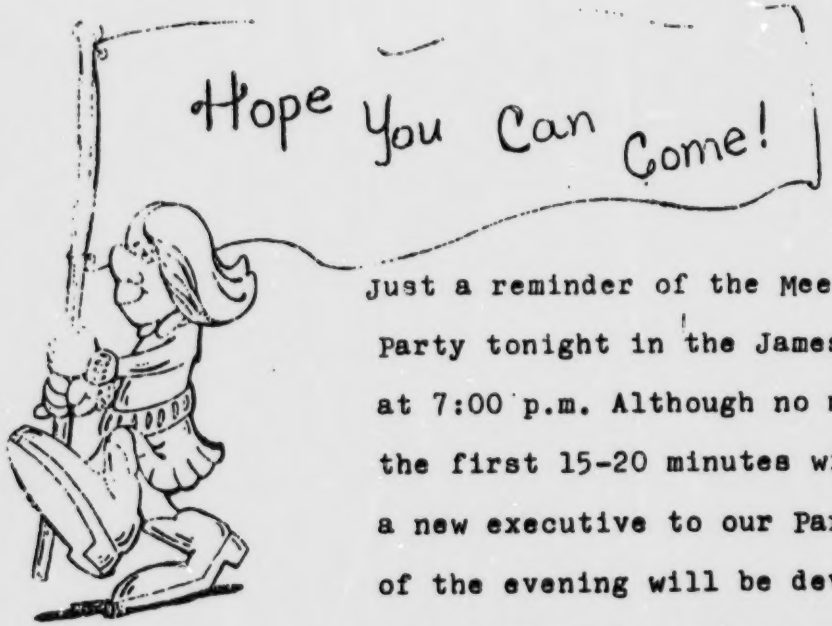
The Jameswood Orientation Program also addresses the need to assist not only the child, but also parents in re-establishing themselves in a new physical and social environment.

a) Initial orientation tours of the school included parents as well as the new child. These tours are conducted by the JOP teacher. Parents are introduced to the child's teachers and the school principal.
b) Information packages, put together by the JOP teacher, are presented to new families at the time of registration. These packets include a school handbook, a statement pamphlet outliningthe phillsophy and code of behaviour at Jameswood School, information on the school division, a Parents; Guide to the Public School Act, curriculum or program descriptions, 6-day cycle school calendar, school supply lists, lunch program information, nursery school information, Parent Council Updates and Constitution, and a welcoming letter. (Sample enclosed)
c) All new families received special telephone invitations to a "Meet & Greet" Coffee Party on September 29/87. (Info enclosed). all parents of Jameswood School children were invited to this function.
d) Contacts have been made and plans are developing for the organization of a Women's Support Group for the mothers of Jameswood School children. Response of this idea has been very positive! The initial meeting in November will simply provide mothers with an opportunity to get acquainted and express particular needs. As the goup continues, speakers will be brought in to provide educational information on specific topics (e.g., CPR STEP< etc)
e) In order to assist parents find babysitters, plans are developing for the formation of a Babysitting Registry. This Registry shall include the names of those who will provide babysitting services in the evening, as well as during the day.
f) A volunteer program has been established. Parents are involved in volunteer services in resource, library, and gross motor skill development.

g) A Parent Council Executive has again been elected at Jameswood School. The JOP teacher provided announcing newsletter and reminders regarding the reorganizational meeting. This meeting is organized in conjunction with the "Meet & Greet" Coffee Party.
h) The Parent Council was encouraged and assisted in setting up and maintaining a School Lunch Program for students who are not bussed to school.

These invitations went home with students one week prior to the event.





This reminder went home with students at lunch time on Sept. 29/87

Just a reminder of the Meet and Greet Coffee Party tonight in the Jameswood School Library at 7:00 p.m. Although no meeting will be held, the first 15-20 minutes will be spent electing a new executive to our Parent Council. The rest of the evening will be devoted to visiting. We look forward to seeing you!

L. J. MacDonald

Lorraine MacDonald

Jameswood Orientation Program

D) Inclusion of a staff development plan which includes information regarding the role of the principal.

Staff development plans have been an ongoing concern and important portion of the Jameswood Compensatory Fund. The JOP teacher completed extensive research from January to June 1987. All findings were communicated to fellow teachers and staff either by memos, meetings or in-service days, such as one held on May 12, 1987. Further staff development is pending with the November half-day inservice. The JOP teacher also attended an intensive 3-day conference in August on "Orientation and Elementary School Counselling."

The entire staff, including the JOP teacher organized a special "Unique Student" program for September 1987. This program was used to welcome, to orientate, and to raise self-esteem in Jameswood students. (Enclosed are photos of a few of the special activities integrated into the regular curriculum.) A special Meet-the-Teacher night was held providing parents with the opportunity to acquaint themselves with the various school programs as well as with teachers.

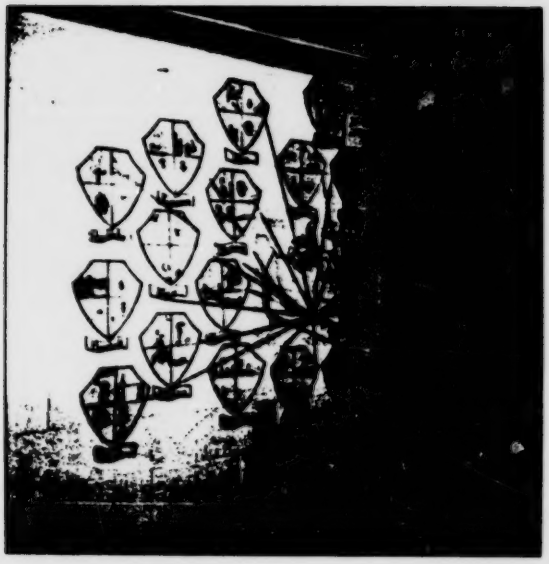
Staff members, as well as the JOP teacher and principal are representatives on both the Parent Council, as well as the Steering Committee for the Jameswood Compensatory Fund.

The principal has a distinct and separate role from the JOP. The previous principal of Jameswood School was responsible for the research and needs assessment work done prior to the application for the grant. That principal, also was a member of the steering committee that determined the goals and objectives of the program.. Our principal serves as a liaison between the JOP teacher and the school division office and board members. It was Mrs. Smith's negotiations that resulted in the increased half day of ESS services, as well as the acceptance of the Nursery School program now in service at Jameswood, and of increased staffing for resource.

As both the principal and the JOP teacher were new to the program in August 1987, the principal was involved in the initial contacts with Child and Family Services, Educational Initiatives Contact person, military liaison personnel, as well as with the military base social worker. The principal is also responsible for inclusions in the Voxair publications, a military published newspaper. The principal monitors the JOP teacher and program.

- Building self-esteem:
  - shields
  - crests

  } emphasized by all classes



(sample idea from theme packet!)

Honouring New Students !

Back Row L-R
Billy-Joe Parent
David Greenough
Steven Haggie

Middle Row L-R
Melanie Hartley
Michael Swanson
Alex Bartlette
Christopher Steward

Front Row L-R
Lisa Warren
Cheryl Thorne
Michael Turgeon

Grade 3 - Ms. Carson

Grade 4 - Miss Matthewson

Back Row L-R: Francine Forest, Richelle Cowie, Sharon Cooke

Front Row L-R: Kim Hunter, John Chahley

← New Parent Council President - Pete Comeau

Meet & Greet Coffee Party →

E) Inclusion of a liaison plan with the Department of National Defence

Liazing with the Department of National Defence is a very important part of the Jameswood Orientation Program. Initial liaison links were difficult, but have become quite well established in the past few months. The liaison officer, Major D. Brazeau was appointed as a member of the steering committee in January 1987. He is very supportive of our program! (Please find enclosed a copy of a letter sent to us this fall after our initial meeting in September.)

Major Brazeau conducted an extremely informative tour of CFB Winnipeg in October for the principal and JOP teacher. Communication to those in charge of future postings has improved. This shall be a very important factor for the transition of the battalions involved in "Rotation 88."

Communication with other schools servicing military families has been extensive and beneficial. Research information has been shared and ideas and recommendations exchanged. Cooperation with the base had expanded the possibilities of recreational facilities being use by the school.

Ongoing liaison plans include

a) the continuation of communication by phone, correspondence and in-person meetings.
b) cooperation with the base social worker was initiated in September 1987 and shall be developed more extensively throughout the school term.
c) the pre-registration information packages shall continue to be produced and given to the military for distribution to incoming families.
d) the military are gradually becoming aware of the extreme stress placed on children, and are taking steps to lessen the side-effects of repeated moves. Jameswood Orientation Program requires time to channel this awareness toward more solving and/or preventing identified problems associated with the transient military population.

National Defence / Défense nationale

1000-1 (BPSvcsO)

Canadian Forces Base Winnipeg
Westwin, Manitoba
R3J 0T0

28 September 1987

Mrs S Smith
Principal
Jameswood School
1 Braintree Crescent
Winnipeg, Manitoba
R3J 1C7

Dear Mrs Smith:

For a number of years, the City of Winnipeg has been utilized by Canadian Forces authorities as an urban placement centre for military families that have children with special needs. Winnipeg, including its educational infrastructure, normally has the resources to provide specialist assistance to children with disabilities. The availability of such services is of invaluable benefit to the Canadian Forces, and Canadian Forces Base Winnipeg. In particular, I am most appreciative of the cooperation and support provided by Jameswood School administrative authorities in obtaining the necessary funding and personnel resources for such children of Canadian Forces Base Winnipeg military personnel. Equivalent services are unavailable from the Canadian Forces.

Due to our recent conversation, I am aware that for school year 1987/88 the number of children in Jameswood School that have special needs has greatly increased, and that most if not all of the children are from military families. For school year 1988/89, there may be a further significant increase in children requiring special assistance because of the return from Germany of a battalion of the Princess Patricia Canadian Light Infantry. At the same time as the Patricias arrive in Winnipeg the battalion of the 3 Royal Canadian Regiment will depart Winnipeg. The movement operation has been named "Rotation 88", and is scheduled to occur sometime in July 1988.

Unfortunately, at this time I am unable to predict how many children that are arriving from Germany will require particular attention. However, if you would update the attached letter, I will enclose the letter in the CFB Winnipeg information booklet being forwarded early in 1988 to all Patricia personnel. Hopefully, accurate information may be obtained by this means.

I look forward to a continued association and mutual cooperation in this matter.

Yours truly,

D. Brazeau

D.C. Brazeau
Major
for Base Commander

Enclosure: 1

CFB CHATHAM SCHOOLS

Office of the Supervising Principal

CFB CHATHAM, N. B.
EIN 2E0

D. L. MacLaren Elementary School
F/L J. M. Craig Junior High School
James Park School

April 14, 1987

Mrs. Carol Boldt
Jameswood School
1 Braintree Crescent
Winnipeg, Manitoba
R3J 1C7

Dear Mrs. Boldt:

Your correspondence reached the school today. The task you are undertaking is a large and complicated one and I need not add, one that needs some attention. This school is often faced with difficulties similar to the ones you've outlined. With a transfer rate each year of between 30 and 40% of our population, we can relate to the special problems associated with serving the military community.

We have undertaken to address an area of need related to your concerns this year through a specific in-service program for our teachers. It is our considered opinion that children of the military do in fact present some problems for educators which are not as likely to show up in the population generally.

In our work here, some professional articles have helped us understand the problem a little better. I have enclosed one article which I received from the area social work office (Gagetown, Oromocto, N.B.) which may be helpful especially in relation to objective # 3.

If you have not already considered it, you might try contacting the military area social work office nearest your school. This office might be able to provide some helpful insights and information related to your program.

I wish you success and ask that you keep us in mind when/ if you wish to share the results of your work.

Sincerely,

Wm. Daniel Valin
Principal

Enclosure: (1)

THE CFB KINGSTON BOARD OF EDUCATION
Canadian Forces Base Kingston
Fort Henry Heights
Kingston, Ontario
K7K 5G4

12 May 1987

Carol Boldt
Jameswood Orientation Program
Jameswood school.
1 Braintree Crescent
Winnipeg, Manitoba
R3J 1G7

Dear Carol:

In reply to your letter of March 1987 regarding your program of preliminary educational assessments for incoming students of Military families, I am aware of the problems which you face. The staff here at the CFB Kingston Board of Education are most willing to assist our students in setting into your classes. We shall be happy to complete and forward to you the assessments you request. I see a great value in this concept for our students.

Please do not hesitate to contact me by letter or telephone if I may be of further service to you in this project.

Thanks,

B.J. Metcalfe

B. J. Metcalfe
Supervising Principal
CFB Kingston Board of Education
613-545-5589

PROVINCE OF NEW BRUNSWICK

DISTRICT NO. 25

Assiniboine Avenue Scho
55 Assiniboine Avenue
Oromocto, N.B., E2V 1Y
Phone (506) 357-3631

May 14, 1987

James Wood School
1 Braintree Crescent
Winnipeg, Manitoba
R3J 1C7

Attention: Mrs. Carol Boldt

Dear Mrs. Boldt:

Thank you for your letter of March 1987 outlining your endeavours in trying to alleviate some of the problems associated with the transfer of military dependants into your school.

I am in a similar position as the Assiniboine School population is composed of approximately 95% DND dependants. I would appreciate receiving from you any materials which you might have which would be of help to me in implementing a similar program. I am willing to share with your school any of the materials that I will develop as we bring our program on line.

Best of luck in your worthy project.

Yours in Education,

James Davidson
Principal

JD/bc

June 9/87

Ms. Boldt,

Thank you for the J.O.P. information package! I have read through all of the information and am looking forward to attending the Steering Committee meeting on Thursday evening.

My support of the J.O.P. has increased even more as I become more aware of the commitment and effort you have put into this project. I will be giving serious thought to any contribution I may provide from a parent's perspective.

- Chris Boyd

F) Submission of an evaluation plan by january 30, 1987. Enclosed is a copy of this evaluation plan submitted in January, 1987.

EVALUATION PLAN

COMPENSATORY FUND PROGRAM
JAMESWOOD SCHOOL

1987 01 27

A. DESCRIPTION OF PROBLEM

Jameswood School is an elementary school (K-6) located on the Westwin Base. Due to the school's location, a large percentage (75-80%) of the school population are children of Armed Forces Personnel. As a result of their frequent moves, shifts from one school system to another, and stress of repeatedly attempting to adapt to new schools and communities, many of these children, experience problems at school, ranging from academic to social or behavioural. Some of their difficulties are a reflection of the stress suffered by their families who are offered limited support services by the base community.

B. GENERAL OBJECTIVES OF THIS PROGRAM

1) To orientate incoming students and their families to the new school and community.
2) to set up communication between sending and receiving schools, especially on behalf of special-needs students.
3) to assess and place incoming students.
4) to provide diagnostic teaching and remediation, as required by new students.
5) to provide a positive framework in which the student's self-image is enhanced and his academic skills are improved.
6) to offer positive opportunities to the Parents to communicate with, participate in, and assist with the school community.
7) to use and/or adopt available community resources as support services for new families (Military Community Council and Large City Community).
8) to provide an in-school counselling service on an individual, small group and/or classroom basis.

C. POSITION DESCRIPTION

1) to provide an effective orientation program for students and families new to the school and the community.
2) to set up and maintain a communication system between sending and receiving schools, especially on behalf of special-needs students.
3) to establish and maintain effective liaison with Military Liaison Officer, Education Officer and other members of the military community.
4) to assess incoming students, particularly their skills in language arts and mathematics; and place them in appropriate programs.
5) to provide diagnostic teaching and remediation as required by new students, within a short concentrated time, using the framework of the Diagnostic/Collaborative Model of resource teaching.
6) to provide an in-school counselling service on an individual, small group and/or classroom basis which focuses on the social and emotional development of students.
7) to develop, in cooperation with other staff, a positive framework of programs to enchance the self-concept of students and their relationships with others in the school.
8) implement an effective process/evaluation for outgoing students.
9) to maintain accurate and appropriate student and program records.
10) to assist in the evaluation of program effectiveness through the collection of appropriate data.

D. EVALUATION PROCEDURES

Due to the flexible, multi-faceted nature of this program, open-ended appraisal techniques will be used extensively.

Sample procedures to be used are listed according to the major areas of outreach of this program:

I. A. IN-SCHOOL PROGRAM (Students and Staff)

1) student records - skill assessments and inventories (pre; interim; post); test scores; referral forms completed by classroom teacher; anecdotals; observation.
2) staff surveys - formal pre; post; - final evaluation by staff
   - minutes of informal meetings
   - minutes of staff meetings (monthly)
3) monthly case-load summaries.
4) copies of monthly newsletters.
5) survey needs of special services clinicians.

II. B. COMMUNITY/PARENTS

1) survey of new parents (pre; post)
2) records of visits attendance at school meetings, etc.. e.g., guest book.
3) records/minutes kept of all interviews; Parent Council meetings; informal meetings.
4) survey of Parent Council.
5) evaluation (final) by all parents.
6) records of meetings with Community Council - questionnaire.
7) copies of Parent Council newsletter.
8) copies kept.

III. C. D.N.D. (MILITARY)

1) log kept of all meetings; minutes taken.
2) interview/survey of Military Liaison Officer.

Mr. D. M. Vacheson
Principal

Mrs. C. Bolat
Teacher

G) An interim report submitted by June 30, 1987 and a final evaluation by April 15, 1988.

Enclosed is a copy of the interim report submitted to Rick Collins, Resource Coordinator on June 29, 1987.

The Compensatory Fund program (now called Jameswood Orientation Program (J.O.P.) at Jameswood School focuses on 3 major areas: an In-school program (staff and students); Community (parents), and a D.N.D. (military) liaison. Further details of these can be found in the accompanying outline. The major activities/accomplishments to date in each of these areas are as follows:

I. IN-SCHOOL

A. STUDENTS

- orientation/welcoming procedures organized for Sept. '87.
- procedures for outgoing students (May, June '87)
- peer-tutoring program started - (March-June '87)
- 3 new students received resource assistance; applications made for 2 of these for L 1 funding, both accepted.

B. STAFF

- inservicing/staff development - see plan May 12/87
- staff survey completed (Feb.3) - 12 given out, 12 received - results reflected the staff's concerns about new students' problems in adjusting to new curriculum and academic standards and the staff's view that extra resource assistance is required
- staff involvement in program - J.O.P. discussed at staff meetings in Feb-May; May - Rationale for Work Samples and preliminary assessments presented, discussed and agreed to; staff surveyed May'87 with regards to best assessment form to be used; school opening theme "Welcome" planned'June '87 for Sept. to include school-wide and classroom activities
- regular input and participation by school principal in planning this program
- another staff member and principal are representatives on Steering Committee

II. COMMUNITY/PARENTS

- 1st parent survey (Jan 23/87) - 2 groups surveyed: 21 parents present at Parent Council meeting; 35 new families (22 of these 35 responded)
- the survey results indicated concern about children having difficulty adjusting to varying standards in different school systems; support for J.O.P.
- 2nd parent survey (May '87) - 52 sent to Parent Council Executive, outgoing families, newest families - 22 responded - the responses to 19 specific objectives/activities indicated importance attached to most, especially orientation, more communication and information, resource assistance for children
- input received from several parents in form of materials, letters, helpful information, and expressions of support
- articles about J.O.P. appeared in Jan. and Feb. Parent Council newsletters (written by parent editor)
- President of Parent Council is representative on Steering Committee wrote welcoming letter for School Information package; included materials about Parent Council Lunch Program and constitution in info packages as well
- J.O.P. teacher attended Parent Council General meetings (Jan. 22, Mar. 10, Apr. 29); Parent Council Executive meeting (Apr. 21) - to discuss this program
- Steering Committee meeting of June 11 (2 extra parents were invited) focus on plans

III. D.N.D. (MILITARY)

- liaison link established to military (CFB Winnipeg, Westwin MB)
- liaison officer appointed Jan. '87 - is also a member of Steering Committee (attended meeting of March 25)
- meetings between J.O.P. teacher, principal and liaison officer held Jan. 15, Jan. 30, Feb. 16, Mar. 4, (minutes available) --
  - communication has also included phone calls and correspondance
- liaison officer attended part of school-inservice on Stress of Children (March '87) (emphasized, side-effects of repeated moves.)
- communication set-up between school and incoming families via military information packages sent out to these families (March 87)
- June '87 - School information packages left with Base Housing Officer for distribution to incoming families arriving throughout the summer for Fall'87 for parents (minutes available) - discussed points presented in J.O.P. Outline (Section D)
- letter sent to all leaving parents (goodbye; suggestions for a successful move with children, etc.) - June '87
- liaison to Base Community Council established (Parent representative on council) - delivered letter to council (April '87) explaining program, asking for input and assistance in welcoming new families

SUMMARY COMMENTS

The time period of January to June 1987 was originally designated for planning time, and as indicated by the activities mentioned here and the plans outlined in the Jameswood Orientation Program outline, this has been accomplished. As well, however, the program has functioned during this time
- for example, outgoing procedures have been in place during May and June '87 to serve those families leaving.

With the support and interest of many parents, the co-operation and assistance of the staff, and the active participation of the principal and division resource co-ordinator, the program quickly took on a form and identity. To the validity of the original assessment of needs and initial objectives have been repeatedly reinforced in a variety of ways which serve to underline the need for an approach such as we have planned.

Much awareness has been heightened, particularly on the part of the military community which had not identified or addressed the problems of mobile military dependants. Time and opportunity remain to channel this awareness and the existing liaison into a working relationship between civilian school and military community. We feel strongly that this liaison, as well as the other aspects of this program, will help solve or prevent some of the special problems associated with serving a military community.

PRINCIPAL'S COMMENTS

From the point of view of the principal, one of the most promising accomplishments of the program to date has been the communication with other schools across Canada. Numerous school administrators answered our letters and expressed both interest in the program and concerns that they had with migrancy. Suggestions were offered and will be expanded upon next year.

Another break through was with the Military. Information was provided for the first time with regard to postings. The number and ages of children that will be living in the school catchment area has been relayed to the school. This information along with what has been provided by some parents will assist with academic placement and staffing in September.

The program is well underway and still has a long way to go. As hurdles appear planning continues. The ultimate goal would be to have all educational institutions serving military dependents in communication with each other sharing concerns and strengths that would facilitate the best interests of children and families.

PROJECTS REQUESTING 3RD YEAR FUNDING

PROJECTS REQUESTING 3RD YEAR FUNDING

PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST 88/89	RECOMMEND	PAGE NO.
Community/ School Liaison	Norwood #8 Archwood & King George V	$10,000	$63,750	$63,750	4-3

COMMUNITY SCHOOL LIAISON WORKER PROGRAM

KING GEORGE V SCHOOL & ARCHWOOD SCHOOL

NORWOOD SCHOOL DIVISION NO. 8

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: METRO
M.E. STAFF PERSON: C. LOEPPKY
SCHOOL DIVISION: NORWOOD #8
SCHOOL: KING GEORGE V AND ARCHWOOD

DESCRIPTION OF NEED

Archwood: School Population ; Single Parents - 37%, Migrancy - 24%

King George V: School Population; Single Parents - 37%, Migrancy - 18%

PROGRAM OBJECTIVE

Community/School Liaison Worker Program: To foster greater parental involvement in the school and community and to utilize existing community resources to enhance the educational opportunities for community members.

PROJECT DESCRIPTION

1. To create a school/community environment where parents can:
   a) feel a sense of belonging to the school
   b) work together with teachers in a co-operative and complimentary way in the education of their children
   c) communicate easily and comfortably with the school
   d) be encouraged to participate in all levels of school activities and programs

2. To create a school/community environment where students can:
   a) learn how to learn
   b) experience their innate creativity
   c) experience a sense of their total community

3. To facilitate the continued open and complimentary sharing of the many existing community resources in the community.

4. To expand and consolidate the contribution of the staff and administration to the further development of the program and their role in it.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

In September 1987, several meetings were held with school staffs and parents and community agencies to identify the need for this type of program. Responses were very positive and also identified some directions for the program.

ACTUAL COST 86/87

ME Contribution
Materials: _____
Personnel: $10,000.00

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 1988 to June 1989

ME Contribution
Materials: $14,578.00
Personnel: $49,172.00

Division Contribution
Materials: _____
Personnel: $7,200.00
+ 1 Teacher Counsellor

TOTAL PROJECT COSTS: $63,750.00

COMMENTS/CONTINGENCIES
*Have initiated an Adult Education Program for the Division;
*This is a school division goal and priority;
*Compensatory Support will decrease and the Division will assume total responsibility for the program by September, 1989;
*Long range Division goal is to have the program in all Division schools;
*Division will hire a counsellor to work with Archwood, Nordale and King George V.

STAFF RECOMMENDATIONS
That Manitoba Education fund a total of $44,955.00 from January 1/88 to December/88 for the Community School Liaison Program and a total of $16,928.00 for January/89 to June/89 with the understanding that the responsibility for funding Community Liaison Programs after June 1989 remains with the Division.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Norwood S.D.#8

SCHOOL: King George V

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $27,230.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD8-137

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends $5,000.00 for .5 community liaison worker based on $1,250.00 per month for the period September to December 1987. Further funding for the spring term 1988 contingent upon submission by October 15, 1987 of:

1) revised plan from the school which establishes community outreach as the primary objective of the project;

2) a letter from the Superintendent's office which outlines the Division's priorities and indicates where this program fits within these priorities.

RECOMMENDATION: $5,000.00

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Norwood S.D.#8

SCHOOL: Archwood

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $27,230.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD8-164

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends $5,000.00 for .5 community liaison worker based on $1,250.00 per month for the period September to December 1987. Further funding for the spring term 1988 contingent upon submission by October 15, 1987 of:

1) revised plan from the school which establishes community outreach as the primary objective of the project;

2) a letter from the Superintendent's office which outlines the Division's priorities and indicates where this program fits within those priorities.

Panel notes that the evaluation indicates an obvious and apparent need for a guidance position.

RECOMMENDATION: $5,000.00

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban-Non-Winnipeg
M.E. STAFF PERSON: Jack King
SCHOOL DIVISION: Norwood S.D.#8
SCHOOL: King George V

Community-School Liaison

DESCRIPTION OF NEED

Established need previously.
Single Parent - 37%; Migrancy - 18%
Closing of Canada Packers will have an adverse effect on the community and employment.

PROGRAM OBJECTIVE

To provide educational and informational support to parents that enhance parenting skills and that focus on (K-3) students and families.

PROJECT DESCRIPTION

1. To enhance the physical, intellectual and language development of (K-6) children.
2. To provide additional human resources to foster greater parental involvement in the education of their children.
3. To help the school provide contact with the home.
4. To provide an information network between home and school.
5. To involve parents and community in the school.
6. To promote and encourage positive activities in the community.
7. To coordinate the efforts of the school with other social agencies.

A full time Community Liaison Worker funded by M.E. coordinates the program and staffs the Parent Tot Drop-In Centre for Parents and Toy-lending Library.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

After-school program run by eight parent volunteers. October - March involved between 40 and 15 students per month. The Toy Lending Library attracted between 90 and 40 students (September - March) monthly. The Parent Tot Drop-In Centre attracted between 10 and 30 parents (September - March) monthly. Parents, students and agencies support the program generally. While the majority of teachers support the continuance of the program several were not supportive. Many referrals have been made involving parents. Sixteen parent volunteers were active in school. Twelve workshops offered over the year.

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:	$2,000.00	**Materials:**	$1,000.00
Personnel:	$22,000.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:	$500.00 ($200.00 P.D.)	**Materials:**	
Personnel:	$26,730.00	**Personnel:**	

TOTAL PROJECT COSTS: $27,230.00

COMMENTS/CONTINGENCIES

Aide could manage Toy Lending Library and assist in the operation of the Parent-Tot Drop-In. This would enable the Community Liaison Worker to be out in the community more often with parents and establishing links to other social service agencies. Division appears indifferent to the program.

STAFF RECOMMENDATIONS

That M.E. fund .5 community liaison worker ($12,500 based on 10 months at $1,250/mth.) and .5 community aide ($5,000). Funds contingent upon submission of a revised evaluation plan, job descriptions for the positions, and confirmation of the hiring of an aide from the community. M.E. encourages the Division to match funding for the community liaison worker position. Evaluation report to be submitted April 15, 1988.

COMMUNITY SCHOOL LIAISON WORKER PROGRAM

ARCHWOOD SCHOOL

NORWOOD SCHOOL DIVISION NO. 8

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban Non-Winnipeg
M.E. STAFF PERSON: Jack King
SCHOOL DIVISION: Norwood S.D. #8
SCHOOL: Archwood

COMMUNITY-SCHOOL LIAISON

DESCRIPTION OF NEED

Previously established. Closing of Canada Packers will have an adverse effect on community and employment. Single Parents - 37%, Migrancy - 24%.

PROGRAM OBJECTIVE

This program has a target population of parents and students identified by need or referral in school (K-8) for which counselling service is provided directly or in conjunction with other agencies.

PROJECT DESCRIPTION

1. To provide support to parents to enhance parenting skills.
2. To establish and maintain assistance to students with specific needs.
3. To increase parental communication with and involvement in school.
4. To promote and encourage positive activities involving students and parents in the community.

One full-time Community Liaison Worker funded by M.E. staffs the program operating out of Archwood School.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)
Enrolment has increased slightly from 1985-86 (149 to 156) as has the number of student contacts (30% to 35%) and parent contacts (20% to 31%). The total number of family contacts is 48. Many referrals have been made to social service agencies involving parents and students. Programs offered in school: Student R.A.P., STEP, Separation and Divorce Group (6 children grades 1-3). Positive response from agencies, parents/guardians, students and teachers. There is a small return rate of parent/guardian survey forms (12), students (24).

ACTUAL COST 86/87

ME Contribution
Materials: $1,000
Personnel: $22,000

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 87/88

ME Contribution
Materials: $500.00 ($200.00 P.D.)
Personnel: $26,730.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $27,230.00

COMMENTS/CONTINGENCIES
Program has developed into mainly counseling and crisis intervention, indicating a strong need for qualified counsellor. Home-School Liaison has become secondary. M.E. has encouraged more home visitation and more use by the school of existing community support services in the area of adult counseling. Community needs are apparent and ongoing.

STAFF RECOMMENDATIONS
That M.E. fund .5 Community-Liaison Worker $12,500($1,250/mth.) for ten months with report submitted April, 1988. Funding contingent upon submission of revised plan which establishes community outreach as the primary objective. M.E. encourages a Division submission in Fall/87 for .5 guidance counsellor.

METRO WINNIPEG SCHOOL DIVISIONS

NEW PROPOSALS

PROJECTS REQUESTING NEW FUNDING

PROJECTS REQUESTING NEW FUNDING

PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST 88/89	RECOMMEND	PAGE NO.
Marginal Students Program	River East #9 Bertrun E. Glavin	-	$22,660	$22,660	5-3

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: METRO
M.E. STAFF PERSON: C. LEOPPKY
SCHOOL DIVISION: RIVER EAST #9
SCHOOL: BERTRUN E. GLAVIN

DESCRIPTION OF NEED

1. Family Income Level - $24,000.00
2. Single Parents - 10%
3. Incidence of Low Income - 33%
4. Grade 9 or Less Education - 15%

PROGRAM OBJECTIVE

To improve the academic performance of children who have ability but are unmotivated and,
To develop a preventative and developmental model that will address the academic performance of students.

PROJECT DESCRIPTION

A .5 Special Education teacher to work co-operatively with teachers of marginal students (80%) and the remainder (20%) of the time directly with students.

Role description includes, co-ordinating planning meetings, developing I.E.P.'s co-operatively, monitoring/evaluating progress recording, modifying programs, staff development plans, follow-up plans with children.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

1. Monthly student performance review;
2. Referrals monitored to Resource and Counselling;
3. Summative reports to parents by regular report card;
4. Support program monitored and evaluated by teachers led by administration.

RESOURCES REQUIRED

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$21,660.00	**Personnel:**	

TOTAL PROJECT COSTS: $28,660.00

COMMENTS/CONTINGENCIES

This school has been identified as a priority school in the Division and the funding for Hampstead will end June 30/88.

STAFF RECOMMENDATIONS

That Manitoba Education fund a half-time special education teacher for September 1988 to June 1989 to a total amount of $28,660.00 and materials to a total of $1,000.00 for the school term 1988-1989.

SPECIAL PROJECTS UPDATE

REPORTS AND INFORMATION

METRO WINNIPEG SCHOOL DIVISIONS

REPORTS

METRO WINNIPEG SCHOOL DIVISIONS

REPORTS

PROJECT	DIVISION/SCHOOL	GRANT AMOUNT	PAGE NO.
Teacher Mentor	River East #9	$10,000	6-3
Personal Safety Program	Seven Oaks #10	$ 8,000	6-16

TEACHER MENTOR PROGRAM

RIVER EAST SCHOOL DIVISION NO. 9

River East Mentor Project
Participants

Co-ordinators

O. B. Toews - Deputy Assistant Superintendent-Curriculum
C. Facia - Principal of Valley Gardens Junior High

Participating Schools and Departments

1. Miles Macdonell Collegiate
   Principal: J. Degen
   Teachers: D. Lindsay (Mentor) - Roland Chartier (Teacher)
   L. Kohut (Mentor) - Lyn Tymko (Teacher)

2. Valley Gardens Junior High
   Principal: C. Facia
   Teachers: D. Gagne (Mentor) - Angel Beshta (Teacher)
   R. Jarco (Mentor) - Dan Beettam (Teacher)

3. Hampstead Elementary
   Principal: D. Cochrane
   Teachers: L. Mann (Mentor) - Robin McCombe (Teacher)

4. Princess Margaret Elementary
   Principal: R. Ford
   Teachers: A. Prymak (Mentor) - Pauline Sandulak (Teacher)

5. B. E. Glavin Elementary
   Principal: L. Peachell
   Teachers: S. Venus (Mentor) - Nancy Dewson (Teacher)
   E. Podolosky (Mentor) - John Sawatsky (Teacher)

6. Sun Valley Elementary
   Principal: J. Gemmell
   Teachers: J. Vermette (Mentor) - Bill Serbin (Teacher)
   G. Kostyra (Mentor) - Ann Wong (Teacher)

7. Donwood Elementary
   Principal: G. Strempler
   Teachers: W. Kampar (Mentor) - Eva Barmaier (Teacher)

8. Curriculum Department
   Consultant: K. Smith (Mentor)

9. Personnel and Student Services Department
   Consultant: B. Thiessen (Mentor) - Paulette Hughes (Teacher)

RIVER EAST MENTOR PROJECT

Content

- Purpose of the project
- Participants
- Project meetings
- Professional development activities
- Public relations
- Research project
- Monitoring the project
- 1987-88 school year
- Key issues
- Timeline

Appendix

1. Compensatory Support Program Grant
2. River East Teacher Mentor Project
3. Course Outline
4. Bill Gray Workshop
5. Visitation Schedule at North Carolina State University
6. Teacher Mentor Notebook - Journal
7. Proposal Principal Practicum
8. University of Manitoba Research Proposal
9. Synthesis of Research on Mentoring Beginning Teachers

Purpose of the Project

This project was initially developed as a means of providing support to teachers in their first, second or third year of teaching. Due to the fact that fewer teachers are entering the professions, and more experienced teachers are involved in significant role changes, we have added another dimension to the program. We are now examining how mentors (experienced teachers with training) can best work with not only beginning teachers but also experienced teachers who have taken on a new role. It is our intention to get feedback from both groups to help us to determine where mentoring can be of most use in the system.

This second aspect of our project poses an interesting challenge because it implies more of "a sharing of expertise among colleagues" than the provision of direct support needed by teachers who are new to the profession. The techniques for working with each group of teachers will, therefore, be different.

Participants

There are now seven schools in the project. Hampstead, Bertrun E. Glavin, Princess Margaret, Sun Valley, Valley Gardens and Miles MacDonell were the original six. Donwood has been added to the project since one mentor and his participating teacher were transferred there due to a building problem at Princess Margaret.

There are 7 principals, 13 mentors, 12 participating teachers involved in the project. One mentor and one participating teacher have been dropped from the project due to the teaching re-assignment of the mentor. One director withdrew due to other commitments.

The participating teachers, as mentioned in the purpose, have a wide range of experience. Seven are in their first, second or third year of teaching. Five have additional teaching but are new to some aspect of their teaching. This second group of teachers are teaching either: at a new grade at their system level (elem., jr. high, sr. high), at a new level in the system or in a new subject area. All participating teachers are volunteers in the project.

Project Meetings

March, 1986 - At our River East Principals/Vice-Principals Conference a session was devoted to the concept of Mentoring. The purpose: to raise awareness about mentoring as a way to support teachers new to the profession or new to a subject area of grade level in education.

April, May, 1986 - Principals were informed about the project and were invited to participate

June, 1986 - A similar presentation was given to the consultants of R.E.S.D.

May, June, Sept. 1986 - Meetings were held with the University to determine their involvement and to develop a course outline.

Sept. 5, Oct. 3, Nov. 6, 1986 - Meetings were held with the 6 principals involved in the pilot program to decide on: the selection of mentors, the role of the mentor and professional development activities for schools involved.

Dec. 5, 1986 - At this meeting the teachers who had agreed to act as mentors were introduced. The course schedule and the outline for professional development was shared at this meeting.

Jan. 13, 1987 - This meeting was for mentors only. A detailed overview of the project and the concept of mentoring was shared and discussed.

Feb., March, April - The mentors and principals in the project engaged in 30 hours of professional development which took place both during and after school hours.

April 7, 1987 - A meeting was held with principals to discuss the role of the principal in working with mentors and the proposed principal practicum.

June 1, 1987 - The principals planning committee met to plan: the selection of teachers who would participate with the mentors, the August session and the first weeks of September.

June 9, 1987 - Principals and mentors met to share the practicum experience and to finalize plans for August and September.

Sept.	Purchased subscription to International Journal of Mentoring for each school.
Oct. 9	Practice session for mentors on: observation
Nov. 3	Data gathering and conferencing

Public Relations

Sept., 1986	An article was placed in the local RETA bulletin which goes to all educators in the division. This article outlined the concept of mentoring and the project purpose.
April, 1987	Panel presentation at the Field-Based Research Seminar jointly sponsored by the U. of M. and the M.T.S.
Oct., 1987	An article is being placed in the local RETA bulletin which goes to all educators in the division. This article elaborates on the concept of mentoring and the project purpose.
Feb., 1988	A meeting is being planned with Phi Delta Kappa - an educational organization - to outline the project as it is unfolding in the R.E.S.D.

Research Project

The University of Manitoba will conduct a research project during 1987-88. It is jointly funded by River East School Division and the University of Manitoba. Research focus: to determine if there is a change in thinking about teaching that occurs as a result of becoming a mentor.

Monitoring the Project

R.E.S.D. will be collecting information from all participants in the project to try to determine the effectiveness of providing a mentor for:

- beginning teachers
- experienced teachers who have made a role change

Information will be collected in October and May using questionnaires and interviews. This feedback will be used to determine the direction of the program for 1988-89.

1987 - 1988 School Year

During this school year the mentors will actually be working with their participating teachers. They will do this both informally and formally. Five days have been allocated to all mentors for working with their colleagues. The mentors will be expected to:

- discuss programs, program delivery and evaluation with their participating teachers
- discuss students and classroom management with their participating teachers
- be an interested and helpful person should any areas of concern arise
- observe in the participating teachers' classroom and offer feedback for discussion purposes.
- encourage, and assist in planning, professional development activities where appropriate
- remain confidential about all interactions between themselves and their participating teachers

Meetings will be held with all of the participants to monitor the program and to deal with any difficulties that may arise.

The project co-ordinators will collect information to try and assess:

- the effectiveness of mentoring
- where mentoring seems most appropriate
- the future direction of mentoring in the River East School Division

Key Issues in the Project

Several important questions have already emerged as we have worked and are working through this project. in all likelihood more will arise. We will attempt to monitor the program in ways which will give us some insights into how these questions might best be answered.

1. What kind of training is most appropriate for mentors?

2. How should the training differ for mentors working with experienced teachers undergoing a role change, as opposed to mentors working with beginning teachers?

3. What difficulties are there in working with a group of teachers who are not novices?

4. Would a mentor be an appropriate support for a teacher who was determined to be experiencing difficulty in teaching?

5. What degree of collaboration across the system is necessary for such a program to be regarded as a positive initiative?

6. How much time is needed for mentors to work effectively with their participating teachers? How is that time best allocated?

7. How can we best determine the effectiveness of such a program?

8. If the program is determine to be effective with one or more groups of teachers what political supports need to be in place to ensure its survival?

RIVER EAST SCHOOL DIVISION
MENTOR PROJECT
TIMELINE

YEAR ONE

MARCH - JUNE 1986	SEPTEMBER - DECEMBER 1986	FEBRUARY - APRIL 1987	APRIL - JUNE 1987
• Project Development • Getting schools on board • Planning - University • Legal Opinion	• Planning the project • Selecting mentors • Developing the course	• Professional Development training for Principals and Mentors	• Practicuum • Selection of Participating teachers

YEAR TWO

AUGUST - OCTOBER 1987	OCTOBER - DECEMBER 1987	JANUARY - MAY 1988	MAY - JUNE 1988
• Inservice-Mentors - Participating teachers • Planning 1987-1988 • PD-Mentors • Working informally Mentors-Participating teacher	• Classroom visits • Discussions re: teaching • Collection of initial information to monitor program • Research by University	• Research continues • Monitoring continues • PD Mentors • Planning 1988-89 • Program Expansion(?)	• Evaluation of program using monitoring & research information • Decisions re: 88-89

Mentors have been allocated
5 days to work with their
participating teachers

Budget 1987

Expenses

January - August - Actual	
1. Workshops Joyce Putnam (Michigan State) Bill Gray (Vancouver)	5,284.00
2. Release time for study & planning	2,664.00
3. Print Materials (include photocopying articles)	815.00
4. Membership (International Association for Mentoring)	60.00
5. Meetings	439.00
	9,262.00
September - December - Projected	
1. Workshops (release time)	1,000.00
2. Print Materials	500.00
3. Meetings	200.00
4. Release time for mentoring 4 half days each for mentors and participating teachers	3,500.00
	5,200.00

Budget 1988

1. Workshops	3,000.00
2. Release time for mentoring 6 half days each for mentors and participating teachers	5,250.00
3. Print materials	500.00
4. Meetings	300.00
5. Subscriptions	250.00
6. Membership	60.00
	9,360.00

Summary Expenses

January - August (Actual)	9,262.00
September - December (projected)	5,200.00
Total	14,262.00

Revenue

Compensatory Support Program Grant	10,000.00
River East School Division	4,500.00
Total	14,500.00

PERSONAL SAFETY PROGRAM

SEVEN OAKS SCHOOL DIVISION NO. 10

SEVEN OAKS SCHOOL DIVISION #10

PERSONAL SAFETY PROGRAM

EVALUATION REPORT

September 30th, 1987

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APPENDIXES:

Appendix A - Chronological Developments

Appendix B - Reporting Child Abuse Policy

Appendix C - Research Instruments Containing Responses

EVALUATION TEAM MEMBERS

Donna Borkowski	West St. Paul School	Counsellor
Brian Boychuk	A.E. Wright School	Teacher
Claudia Sproule	James Nisbet School	Teacher
Joletta Brown	Manitoba Education	Analyst
Marilyn Froment	Chair. Program	Coordinator

ACKNOWLEDGEMENTS

The coordinator of the Personal Safety Program, Marilyn Froment wishes to acknowledge the contribution and efforts of a variety of people who have been instrinsic to this study.

First, the evaluation team members should be recognized for their involvement. Donna Borkowski (junior high counsellor), Brian Boychuk (elementary classroom teacher) and Claudia Sproule (elementary classroom teacher) have been with this project since its beginning in the fall of 1986. Each has provided assistance in the design and supervision of the evaluation instruments as well as with data analysis and writing of this report.

Second, the involvement of Manitoba Education Planning and Research should be recognized. Joletta Brown (analyst) has also been a member of the review study team. She has contributed to the design of the instruments, the data analysis and the writing of this report. Her assistance has been consultative and supportive.

The Planning and Research Information Centre and clerical staff assisted in the data entry and second analysis.

Third, the direction and support of John Wiens (Assistant Superintendent - Program) should be recognized. His assistance during the various aspects of the study was significant.

Also, the assistance of Rosalene Saleski (principal) in the design of the administrator survey is appreciated. Her comments and insights were helpful.

Thanks are also extended to the classroom teachers, counsellors and administrators in elementary and junior high schools of the Division. Their cooperation with data collection activities were of great assistance.

In closing, the participation of students and the parents who responded to the interviews is appreciated.

1.0 INTRODUCTION

1.1 Purpose of Study

The Seven Oaks School Division No. 10 has completed its third year in the development and provision of a Personal Safety Program - A Child Sexual Abuse Prevention Program for its students. The primary purpose of this program is to inform and educate children about what they can do to protect themselves against sexual abuse. The Division's involvement is based on the belief that:

- schools share with society a responsibility to combat a serious social problem, that of child sexual abuse; and provide a safe environment in which children can deal with the issue in a positive, comprehensive manner; and

- children can learn self-protective skills that reduce their vulnerability to assault; and can be provided with strategies for dealing with assault in such a way as not to place themselves in greater/further jeopardy.

An integral part of the program implementation process has been a divisional evaluation. This was initiated in the 1986-87 school year.

The objectives of this study are:

(a) to determine how and to what extent the program has been implemented;

(b) to determine the impact of the program;

(c) to identify the strength(s) and weakness(es) of the program;

(d) to determine the extent of awareness, understanding and support for the program;

(e) to make recommendations to facilitate the ongoing development and provision of the program.

School involvement in the area of child sexual abuse prevention is a recent development for education. This evaluation will be valuable in shaping the future direction of the Personal Safety Program.

1.2 Background Information

The Personal Safety Program as it exists today has evolved from a process* that began the fall of 1983 with the research on Actor's Showcase - "Feeling Yes, Feeling No". The elementary children (Grades 1 to 6) in the spring of 1984, participated in the Actor's Showcase production. Immediately, the Division recognized the need to follow-up this prevention program with an ongoing program for the children. A committee was established to make recommendations. The committee's initial task was to identify a program based on the same principles as "Feeling Yes, Feeling No", that teachers could endorse and implement which would receive support from the community. After considerable exploration and review, the committee recommended and the Board accepted the curriculums developed by the Seattle Committee for Children: K-6 Talking About Touching and 7-9 Personal Safety and Decision Making.

Both curriculums inform children about abuse, develop assertiveness skills and enhance family safety rules regarding personal safety. The focus is primarily on sexual abuse prevention. At elementary, Talking About Touching: A Personal Safety Curriculum is used. This curriculum consists of photographs and stories which inititate discussion about personal safety. It includes the following four sections:

Unit 1: Personal Safety and Decision Making

To identify potentially unsafe situations, discuss rules about safety and practice decision making.

Unit 2: Touching

To differentiate between good, bad and confusing touch and introduces the concept that safety rules apply to touching.

Unit 3: Assertiveness

To discuss a child's right to say "No" in potentially exploitive situations and to develop assertiveness skills.

Unit 4: Community Support Systems

To identify several sources both within the family system and in the community for help or advice.

The curriculum consists of a maximum of eleven to fifteen lessons in its entirety depending on the grade level. Additional activities are identified that may be used to supplement the lessons. The format is flexible and lessons may be given in regularly scheduled periods throughout the year or in block time for a specific duration. The latter approach is recommended. The time frame can be shortened or changed to fit student needs.

* An outline of significant developments, in order of occurrence is in Appendix A.

Background Information (continued)

At junior high, the curriculum used is Personal Safety and Decision Making. This curriculum consists of factual information and case studies for discussion about personal safety. This curriculum is a follow-up to the elementary program. It includes the following five sections:

Day 1: The Problem

The scope, meaning and effects of exploitation and to identify exploitive situations.

Day 2: Decision Making

To recognize various forms and effects of peer pressure; to recognize the qualitative differences in relationships; to identify the consequences of decisions regarding personal safety.

Day 3: Creating Options

To recognize sex role stereotyping, the implications that labeling may have, the consequences of victim blaming and how to create options in various situations.

Day 4: Assertiveness

To identify forms of personal communication, to recognize assertive, passive and aggressive forms of behavior and to develop assertive responses for personal safety.

Day 5: Resources

To identify resource people in a support system and how to use community resources.

The curriculum consists of five, fifty minute lessons. Additional activities that may be used to incorporate this subject matter in other classes are listed. A suggested scope and sequence over three years is presented. As with the elementary curriculum, the format is flexible.

A major factor in the process of program development and implementation has been and continues to be teacher education. The teacher professional development is comprised of:

- general awareness of sexual abuse
- curriculum orientation with an emphasis on instructional skills
- frequent updates related to the issues of child sexual abuse and the teaching of prevention
- trainer education in Seattle for five program resource facilitators

Background Information (continued)

As part of the initial implementation in spring, 1985, all teachers and administrators at the elementary level and the counsellors and administrators at the junior high level participated in two days of preparation for the program. Each year since, new classroom teachers and elementary and junior high counsellors also receive similar preparation in a one day format. School level sessions related to the program and the problem of child sexual abuse have been frequent. Also, a variety of after-school sessions (5-6 per year) have been offered annually. Throughout the implementation process, the Divisional Committee has directed the teacher preparation efforts.

The other factor of implementation addresses community involvement. Communication with parents, child care agencies and the general community is an integral part of the overall program. An open dialogue has been maintained through a variety of formats at the divisional, school and classroom levels. Parent evenings, information letters, school newsletters, curriculum take-home activities and the Divisional Newsletter all contribute to regularly inform parents and the community.

The Seven Oaks School Division has implemented the Personal Safety Program at the K-9 level in all schools of the Division since the spring of 1985. At the elementary level, the responsibility for program delivery is with the classroom teachers. A variety of approaches are used. At the junior high levels, the responsibility for program delivery is with the school counsellors. The approaches used vary with the structure of the guidance program at each school.

Program delivery is assisted by the Personal Safety Divisional Committee. Each school has an identified representative to serve as a program resource person within their school. Their role is supported by and compliments the role of the school administrators in program delivery.

Parental participation in the program is built into the elementary curriculum through the take-home activities. Classroom teachers, counsellors and school administrators maintain parental awareness, understanding and support for the program before and during delivery each year. This process most commonly occurs through information letters and newsletters.

1.3 Division Policy

In conjunction with the implementation of the Personal Safety Program, the Seven Oaks School Division developed a policy for reporting suspected child abuse. A committee approach was used in the formation of a policy framework. Policy discussions provided very worthwhile exchanges between school administrators, child care agencies and the committee. A policy was adopted by the School Board in January, 1987. (see Appendix B)

1.4 Research Methods and Study Limitations

This study was designed to elicit feedback about the Personal Safety Program from classroom teachers, counsellors, school administrators and parents. Student understanding of the program concepts was examined on a limited basis. Thus, the findings present indirect evidence of the program's effectiveness.

Different questionnaires and interview guidelines* were used for each of the following research components:

(a) Teacher K-6 Survey

(b) Counsellor 7-9 Survey

(c) Administrator K-9 Survey

(d) Student K-6 Interview

(e) Student 7-9 Interview

(f) Parent Interview

The data collection occurred during May and June of 1987. Teachers, counsellors and administrators received and completed their surveys during pre-arranged times (i.e. one noon hour per school). The student interviews were conducted during pre-arranged times (i.e. approximately fifteen minutes per student) by a member of the evaluation team. Parental consent for each child's participation was obtained before the interview was conducted. The parent interviews were conducted by telephone during the day and evenings by a member of the evaluation team.

The following limitations should be considered when reading this report:

(a) The review of the program for the 1986-87 school year is not based on a complete school year. In order to meet the September 30th deadline for evaluations of compensatory funded projects, data collection had to be completed prior to the middle of June.

(b) The findings provide limited and primarily indirect evidence of the impact of the program.

* Research instruments with responses located in Appendix C.

Research Methods and Study Limitations (continued)

(c) The evaluation does not address the long term impact which the program may have on students. It is not a longitudinal research study of program effects.

(d) Although total samples were used in the case of school administrators, counsellors and teachers, the samples are small for school administrators and counsellors. Due to resource constraints, small samples were drawn for the parent and student interviews.

The total number of respondents for each of the research components are:

Elementary Classroom Teachers	N = 186
Junior High Counsellors	N = 7
K-9 School Administrators	N = 16
K-6 Students (2 per school)	N = 26
7-9 Students (2 per school)	N = 8
Parents (2 per school)	N = 32

Table 1 on the following page illustrates the sample distribution by grade level.

Frequencies were calculated for all responses. The teachers' responses were cross-tabulated to identify any differences in program implementation by grade level. The findings are presented primarily in chart form. Frequencies for all responses are contained in Appendix C.

TABLE 1
DISTRIBUTION OF SURVEY SAMPLE

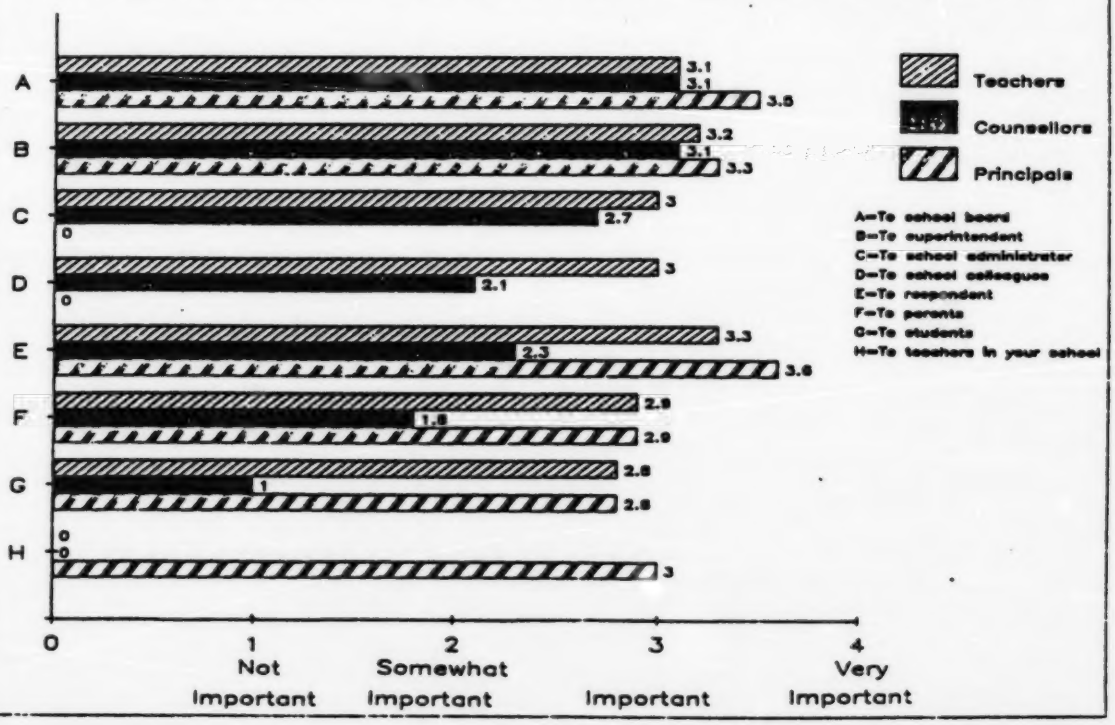
	Total Respondents
Teachers	**186**
Kindergarten	17
Grade 1	24
Grade 2	23
Grade 3	26
Grade 4	23
Grade 5	24
Grade 6	25
Combined	21
Not stated/other	3
Counsellors	**7**
Grades 7-9	6
Other	1
Principals	**16**
K-6	12
7-9	4
Students	**34**
Grade 1	3
Grade 2	5
Grade 3	6
Grade 4	3
Grade 5	6
Grade 6	3
Grade 7	2
Grade 8	4
Grade 9	2
Parents	**32**

2.0 MAJOR FINDINGS OF THE REVIEW

2.1 Perceived Importance of the Personal Safety Program to Key Stakeholders

On a four-point scale ranging from "not important at all" (1) to "very important" (4), teachers (K-6), counsellors (7-9) and principals (K-9) rated their perception of the importance of the Personal Safety Program to the school board, the superintendents' department, their school administration, school colleagues (in the case of principals, the teachers in their schools), themselves, parents, and students. As the figure below illustrates, all of the groups surveyed (teachers, counsellors and principals) considered the program to be important to the school board, the superintendents' department, and the school administration. Teachers and principals also considered the program to be important to teachers, parents, students, and themselves. Counsellors on the other hand tended to perceive the program as being somewhat important to school colleagues, parents, and themselves, and not important to students (in this case, to junior high students).

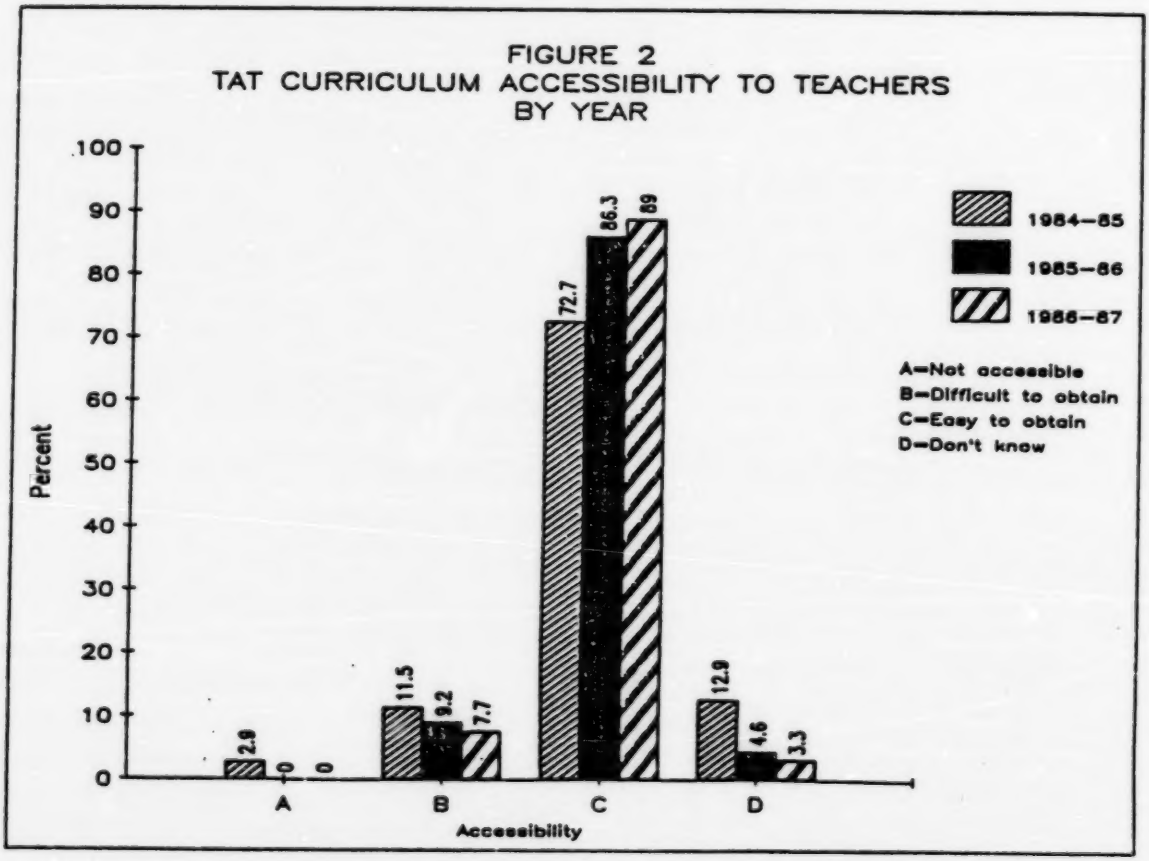
FIGURE 1
PERCEIVED IMPORTANCE OF PERSONAL SAFETY PROGRAM
AS ASSESSED BY TEACHERS, COUNSELLORS AND PRINCIPALS



2.2 Accessibility of the Personal Safety Program Curriculum for Classroom Use

Teachers and counsellors were asked to indicate how difficult it had been to access the curriculum for classroom use over the 3-year duration of the program. In the program's first year of operation, only 4 of 139 teachers indicated that the curriculum had not been accessible, while 73% of the teachers indicated that it had been easy to obtain. In its second and third year of operation, none of the teachers indicated that the curriculum had been inaccessible. As Figure 2 illustrates, the proportion of teachers who indicated that the curriculum was easy to obtain increased to 86% in the second year and to 89% in the third year.

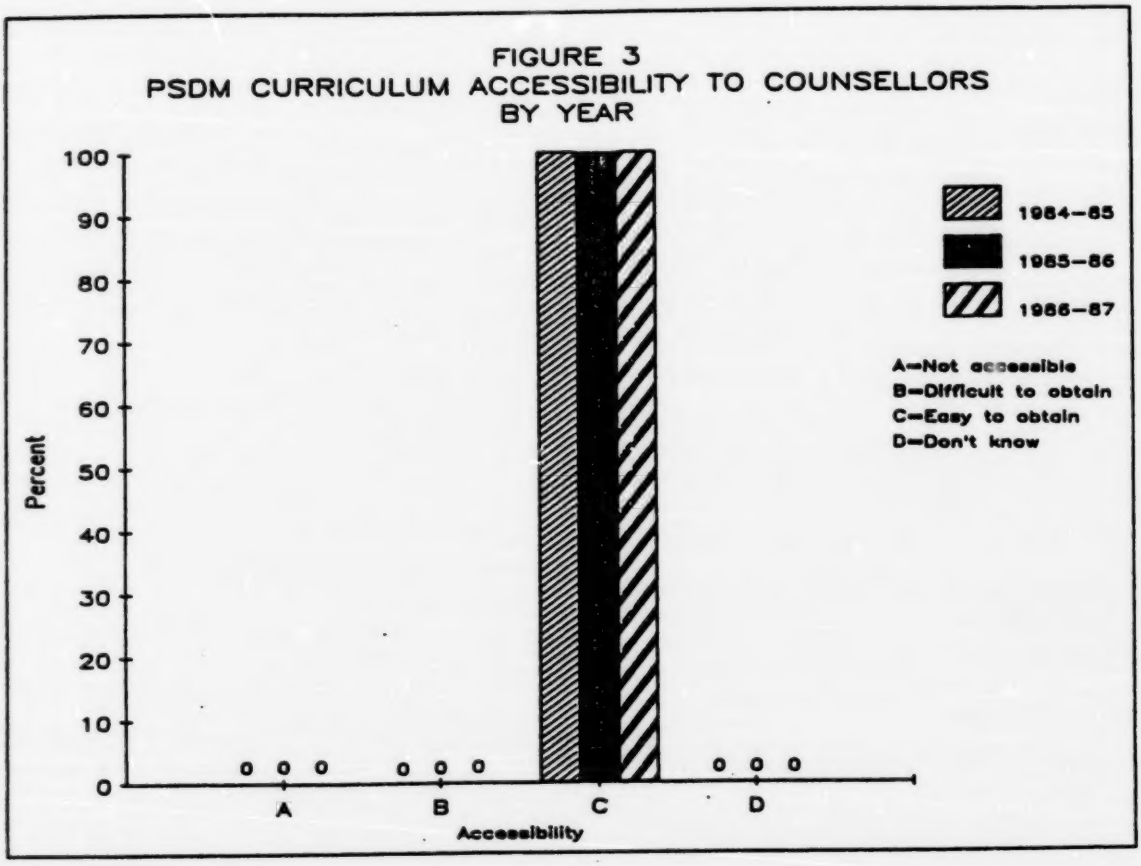
FIGURE 2
TAT CURRICULUM ACCESSIBILITY TO TEACHERS
BY YEAR



Accessibility of the Personal Safety Program Curriculum for Classroom Use (continued)

Figure 3 depicts the ease of access to the PSDM curriculum. All of the counsellors found the curriculum easy to obtain each year.

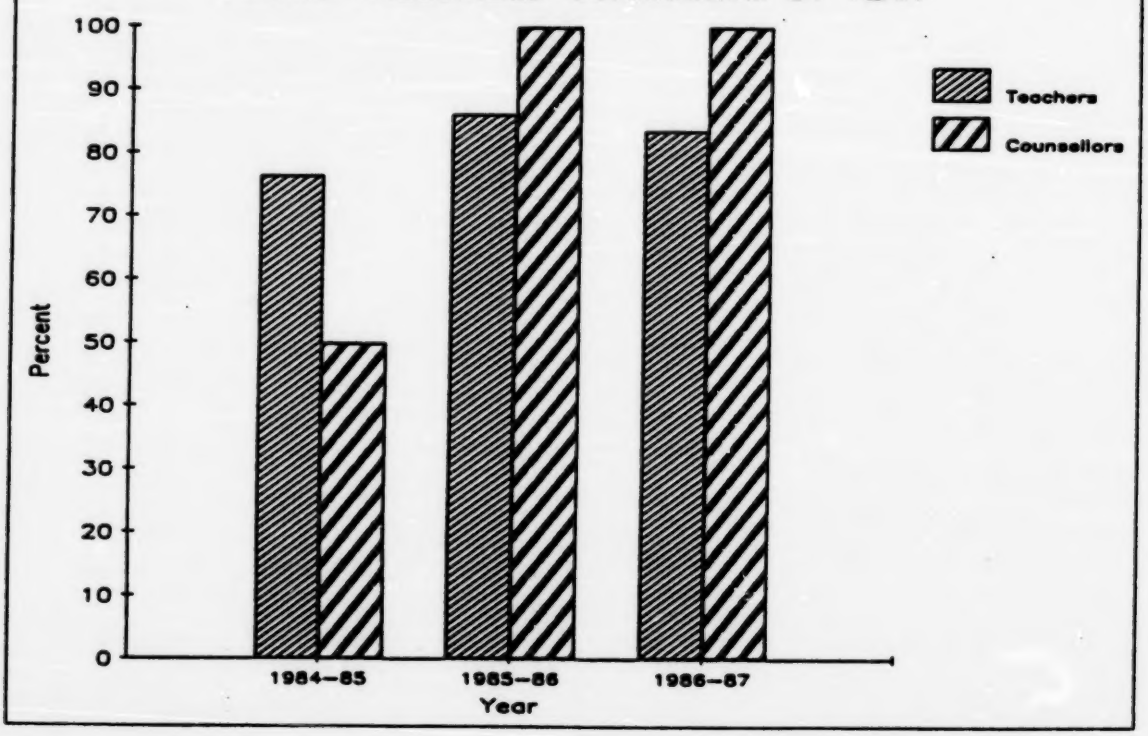
FIGURE 3
PSDM CURRICULUM ACCESSIBILITY TO COUNSELLORS BY YEAR



2.3 Use of Prescribed Curriculum

Figure 4 below illustrates that more than three-quarters of the teachers have been using the prescribed curriculum each year. During the past two years, all of the counsellors have been using the prescribed curriculum. A variety of supplementary resources have been used by many of the teachers and counsellors in the delivery of the program, whether the prescribed curriculum was used or not.

FIGURE 4
PERCENT OF TEACHERS AND COUNSELLORS
USING PRESCRIBED CURRICULUM BY YEAR



2.4 Extent of Personal Safety Program Implementation

For those teachers who responded to the survey, 79% indicated that they had implemented the Personal Safety Program in their classrooms in the program's first year of operation. In the second year, this figure had increased to 88%. Excluding the 10 teachers who indicated that they intended to implement the program prior to the end of the school year in 1987, the proportion of teachers who implemented the program in the third year decreased to 84%. As shown in Figure 5 below, teachers have been implementing an increasing number of lessons each year. Table 2 on the following page provides a breakdown of the number of lessons completed each year by grade level.

FIGURE 5
PERCENT OF TEACHERS (K–6) IMPLEMENTING PERSONAL SAFETY PROGRAM BY NUMBER OF LESSONS COMPLETED AND YEAR

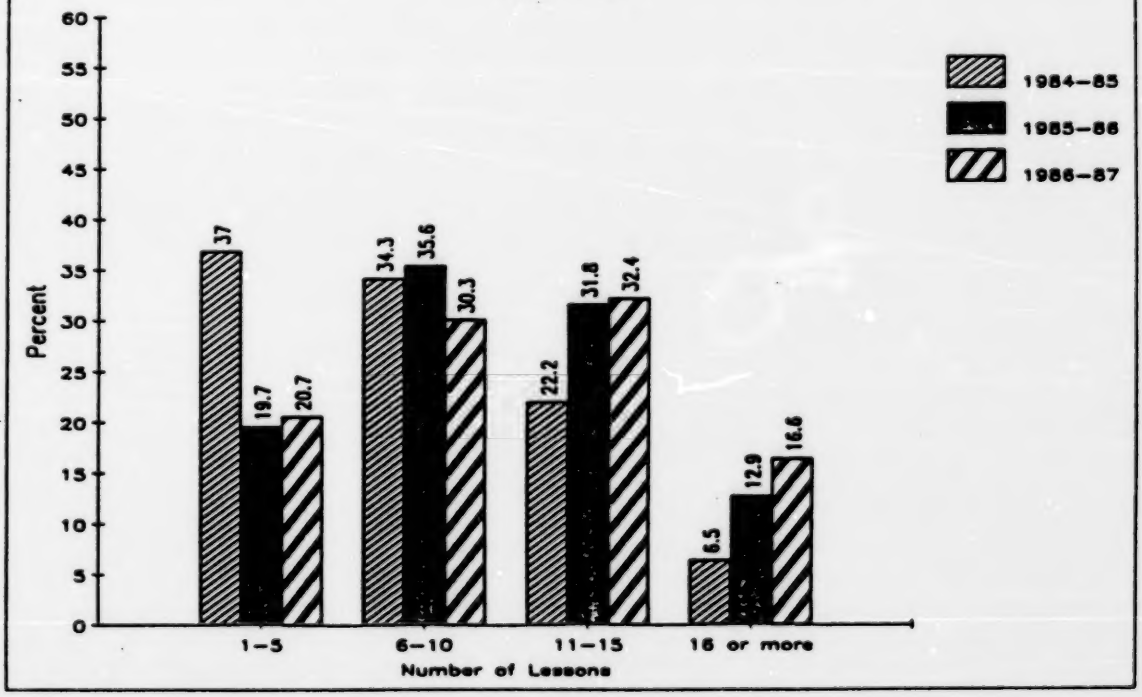


TABLE 2

EXTENT OF PERSONAL SAFETY PROGRAM IMPLEMENTATION BY GRADE LEVEL AND YEAR[1]

	Number of Teachers Completing:														
	No Lessons[2]			1-5 Lessons			6-10 Lessons			11-15 Lessons			16 Lessons or More		
	84-85	85-86	86-87	84-85	85-86	86-87	84-85	85-86	86-87	84-85	85-86	86-87	84-85	85-86	86-87
Kindergarten	2	2	5	5	4	4	3	5	4	4	4	4	0	0	0
Grade 1	4	3	4	3	2	1	7	11	9	2	6	7	1	2	3
Grade 2	5	0	2	6	2	5	4	8	6	2	7	5	1	2	5
Grade 3	3	1	1	5	1	2	4	5	10	3	5	9	1	3	4
Grade 4	2	0	3	3	3	5	8	5	5	5	8	8	1	3	2
Grade 5	7	4	8	4	6	3	4	4	2	2	3	6	3	4	5
Grade 6	5	3	8	5	5	6	5	6	5	3	3	2	0	3	4
Combined K-6	4	4	7	9	3	4	2	3	3	3	6	6	0	0	1
Total	32	17	38	40	26	30	37	47	44	24	42	47	7	17	24
	Number of Counsellors Completing:														
Grade 7	0	0	0	0	1	3	2	3	4	0	0	0	0	0	0
Grade 8	0	0	0	1	3	6	1	1	1	0	0	0	0	0	0
Grade 9	0	0	0	1	3	6	1	1	1	0	0	0	0	0	0

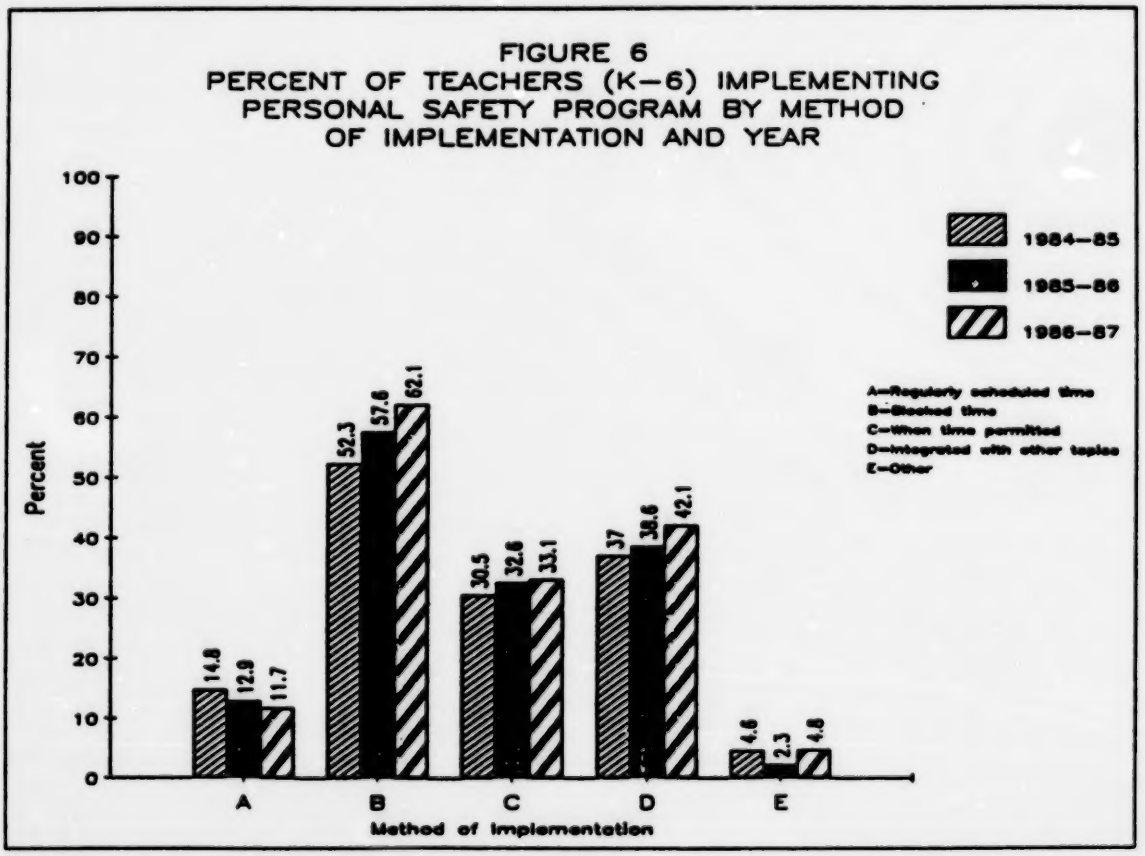
(1) This table displays information provided by teachers and counsellors who responded to the survey. It does not include information for teachers who had left the school prior to the survey or for those who did not respond.

(2) This figure includes 10 teachers who indicated that they would be implementing the Personal Safety Program in their classrooms in June 1987.

2.3 Method of Implementation

Figure 6 illustrates how teachers have implemented the program in their classrooms over the three-year period. The methods identified are not mutually exclusive; teachers often combine several methods, depending on the characteristics of their classes and preferred teaching styles. For all three years, the majority of teachers have used blocked time; and use of this method is increasing. Particularly when the curriculum is covered early in the year, with reinforcement occurring for the remainder, use of blocked time may have greatest impact. More than one-third of the teachers have been integrating the curriculum with other topics, and almost one-third have been implementing the curriculum when time permitted. Although this latter method may be effective, there is a greater chance that the curriculum may be neglected.

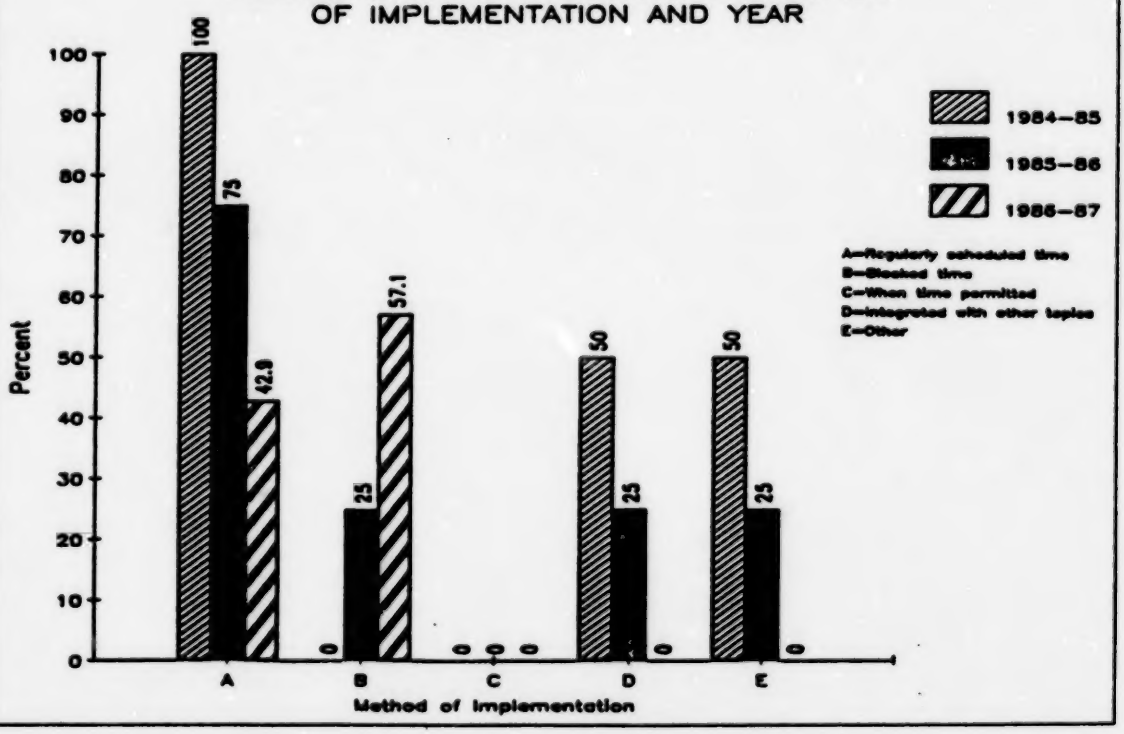
FIGURE 6
PERCENT OF TEACHERS (K–6) IMPLEMENTING PERSONAL SAFETY PROGRAM BY METHOD OF IMPLEMENTATION AND YEAR



2.5 Method of Implementation (continued)

The Personal Safety Program is a component of the Guidance Program at the junior high level. As illustrated in Figure 7 below, all counsellors used regularly scheduled time to implement the curriculum during the program's first year of operation. Some also integrated the subject with other topics. At present the majority of counsellors block a period of time for program delivery within the scheduled Guidance classes.

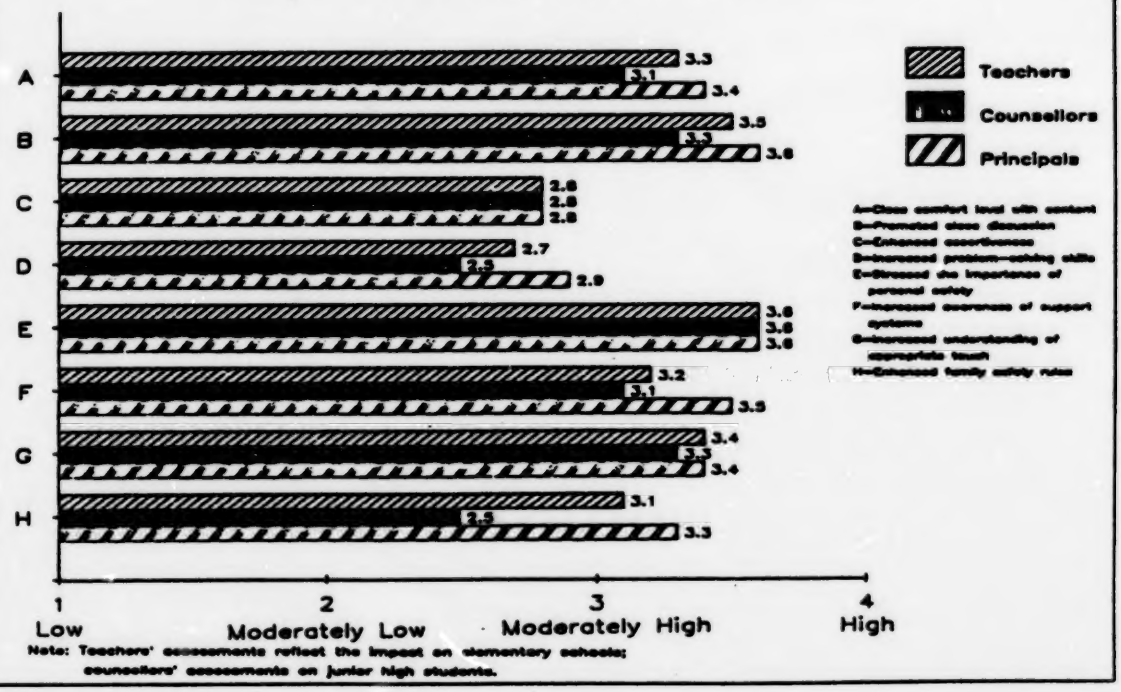
FIGURE 7
PERCENT OF COUNSELLORS (7–9) IMPLEMENTING PERSONAL SAFETY PROGRAM BY METHOD OF IMPLEMENTATION AND YEAR



2.6 Perceived Program Impact on Students

Teachers, counsellors and principals were asked to assess the impact of the prescribed curriculum on students. Figure 8 indicates that the areas perceived by all three groups to have had the greatest impact are understanding the importance of personal safety, class discussion, and understanding appropriate touch. The areas perceived to have had average, but the least impact, are assertiveness and problem-solving skills. The assessments provided by teachers and principals were similar, while counsellors tended to perceive the program as having less impact in most areas. This difference was greatest in the area of program impact on family safety rules. This variation may be due to differences in the prescribed curricula for elementary and junior high students.

FIGURE 8
PERCEIVED IMPACT ON STUDENTS OF THE PRESCRIBED CURRICULUM AS ASSESSED BY TEACHERS, COUNSELLORS, AND PRINCIPALS

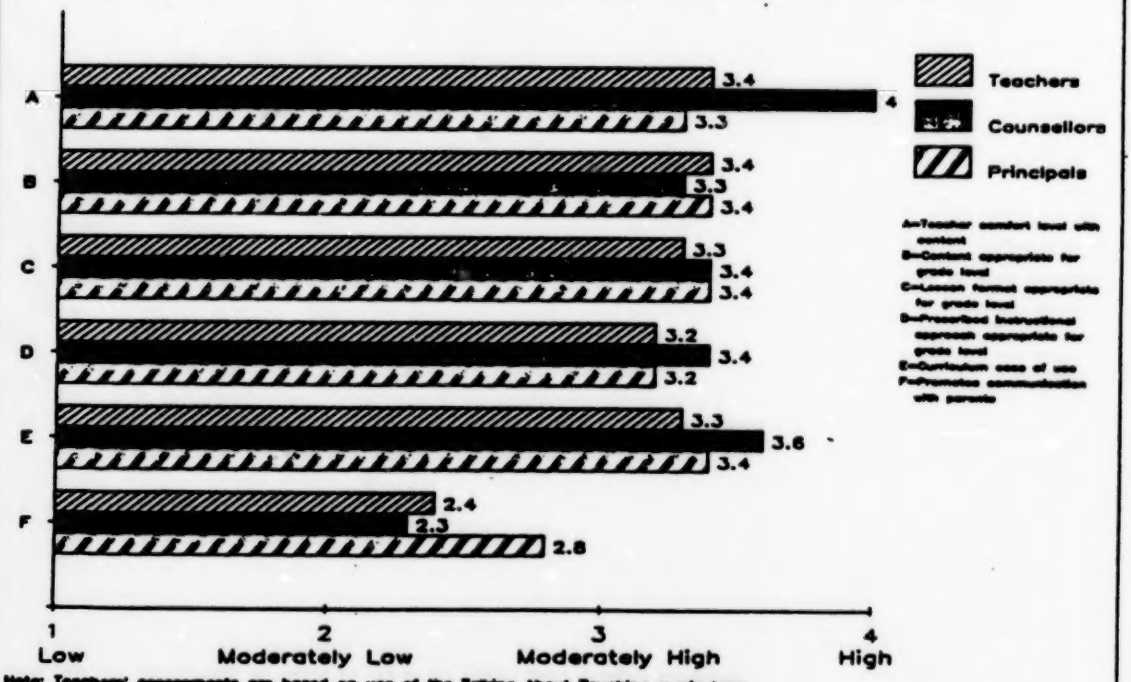


Note: Teachers' assessments reflect the impact on elementary schools; counsellors' assessments on junior high students.

2.7 Assessment of Prescribed Curriculum

With the exception of promoting communication with parents, all selected aspects of the prescribed curricula were rated moderately high to high by teachers, counsellors and principals. As indicated in Figure 9, the ratings by all groups (teachers, counsellors and principals) were similar for most items. Comfort level with content and curriculum ease of use was given the highest rating by counsellors. The program was perceived to be weakest in promoting communication with parents, although principals assigned this area a somewhat higher rating than than either teachers or counsellors.

FIGURE 9
ASSESSMENT OF SELECTED ASPECTS OF PRESCRIBED CURRICULUM BY TEACHERS, COUNSELLORS, AND PRINCIPALS



Note: Teachers' assessments are based on use of the Talking About Teaching curriculum; counsellors' assessments on the Personal Safety and Decision Making Curriculum.

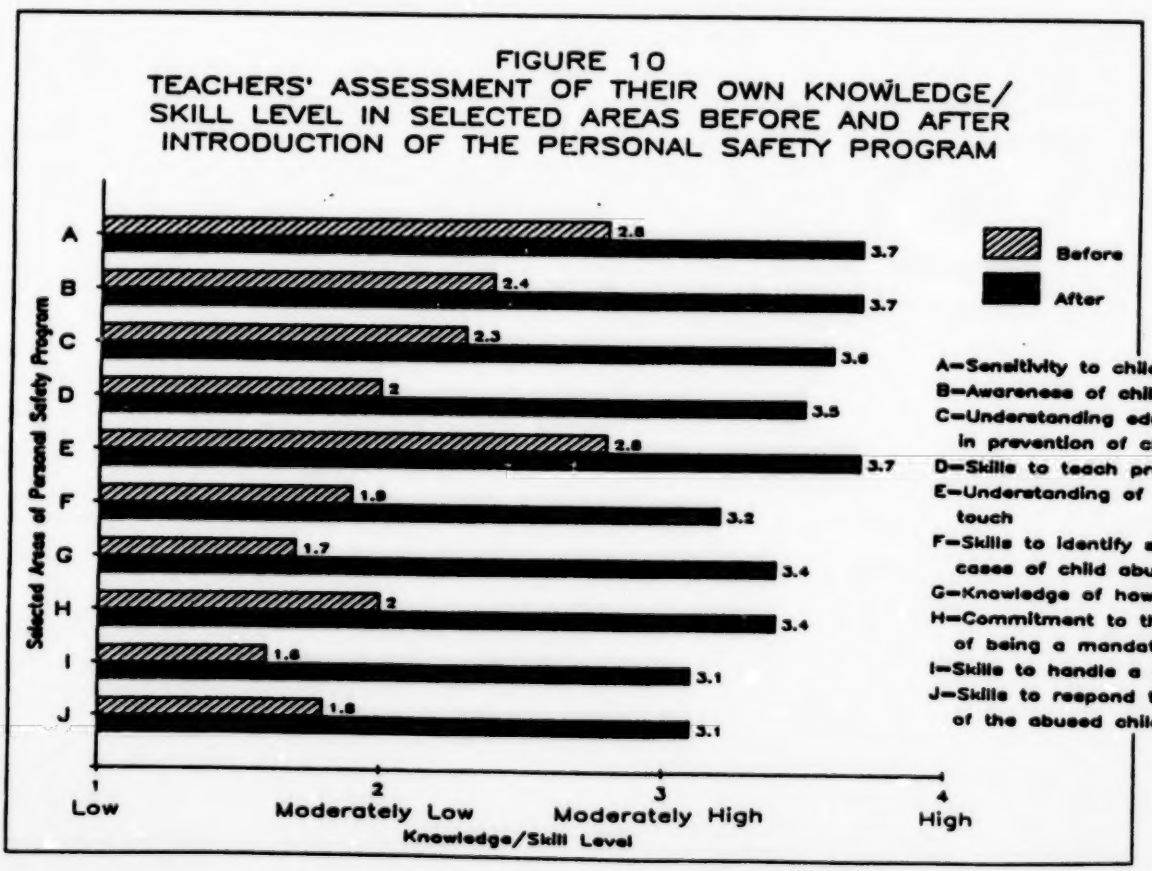
2.8 Perceived Change in Professional Knowledge/Skill Level

Teachers, counsellors and principals were asked to assess their knowledge/skill level in a variety of areas related to the prevention, identification and reporting of child abuse before and after introduction of the Personal Safety Program. As Figures 10, 11 and 12 indicate, all three groups considered that their knowledge/skill level had improved significantly in all identified areas.

Figure 10 illustrates teachers' perceptions of the change in their own knowledge/skill level. Prior to the introduction of the program, their ratings on a 4-point scale for the ten identified knowledge/skill areas ranged from low to moderately low for 6 of the 10 items. Current knowledge/skill levels for all items were rated moderately high to high. Based on self-assessments, the most change has occurred in the area of knowledge of how to report.

Teachers identified the following areas for further professional development: classroom/student management after disclosure (51%), handling disclosure (37%), identification of suspected child abuse (30%), reporting suspected child abuse (22%), and instructional aspects of the Personal Safety Program (19%).

FIGURE 10
TEACHERS' ASSESSMENT OF THEIR OWN KNOWLEDGE/ SKILL LEVEL IN SELECTED AREAS BEFORE AND AFTER INTRODUCTION OF THE PERSONAL SAFETY PROGRAM

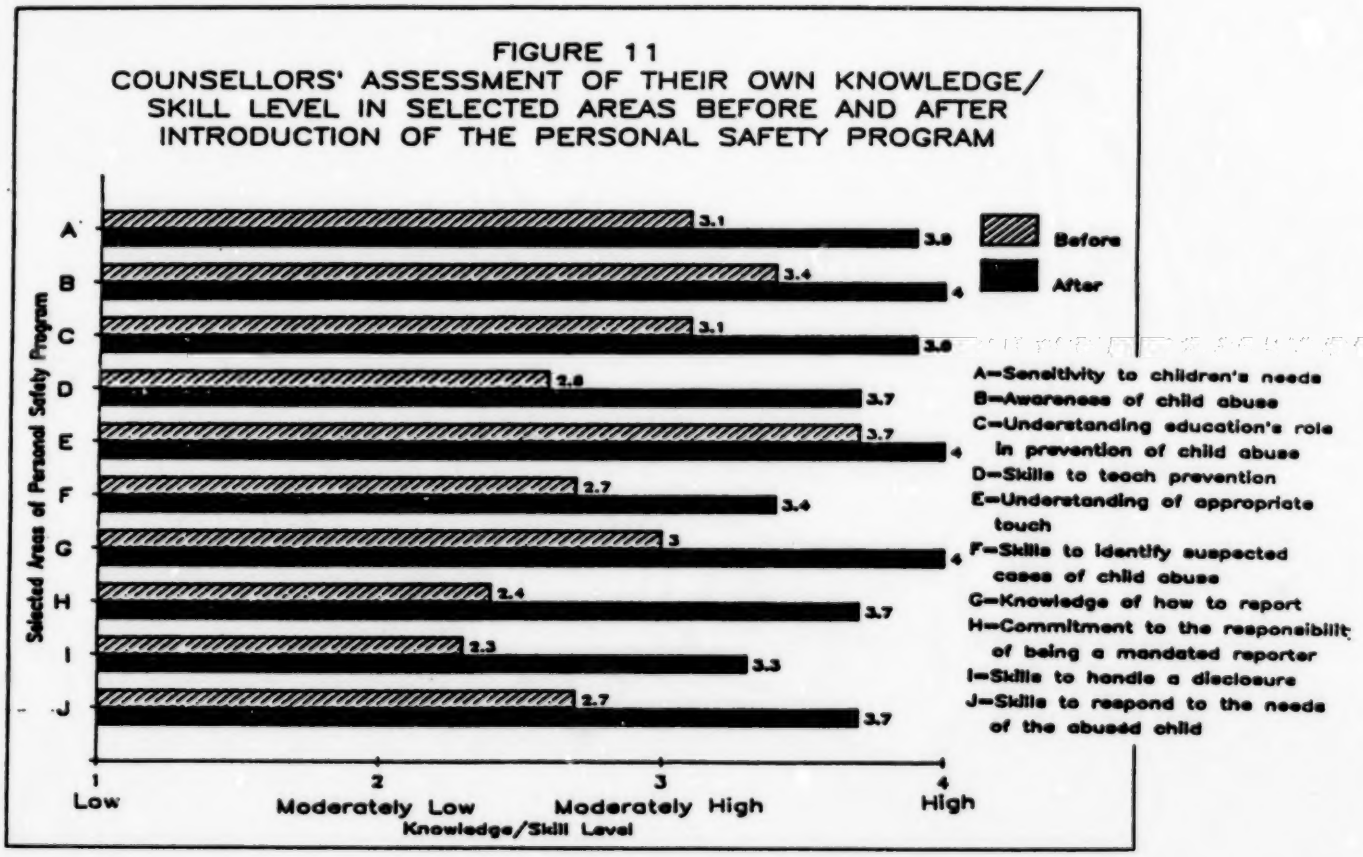


2.8 Perceived Change in Professional Knowledge/Skill Level (continued)

Figure 11 illustrates counsellors' perceptions of the change in their own knowledge/skill level. Prior to the introduction of the program, their ratings on a 4-point scale for the ten identified knowledge/skill areas ranged from moderate low to moderately high for 5 of the 10 items. Current knowledge/skill levels for all items were rated moderately high to high. Based on self-assessments, the most change has occurred in the area of commitment to being a mandated reporter.

Counsellors identified the following areas for further professional development: identification of suspected child abuse (14%), and instructional aspects of the Personal Safety Program (14%).

FIGURE 11
COUNSELLORS' ASSESSMENT OF THEIR OWN KNOWLEDGE/ SKILL LEVEL IN SELECTED AREAS BEFORE AND AFTER INTRODUCTION OF THE PERSONAL SAFETY PROGRAM

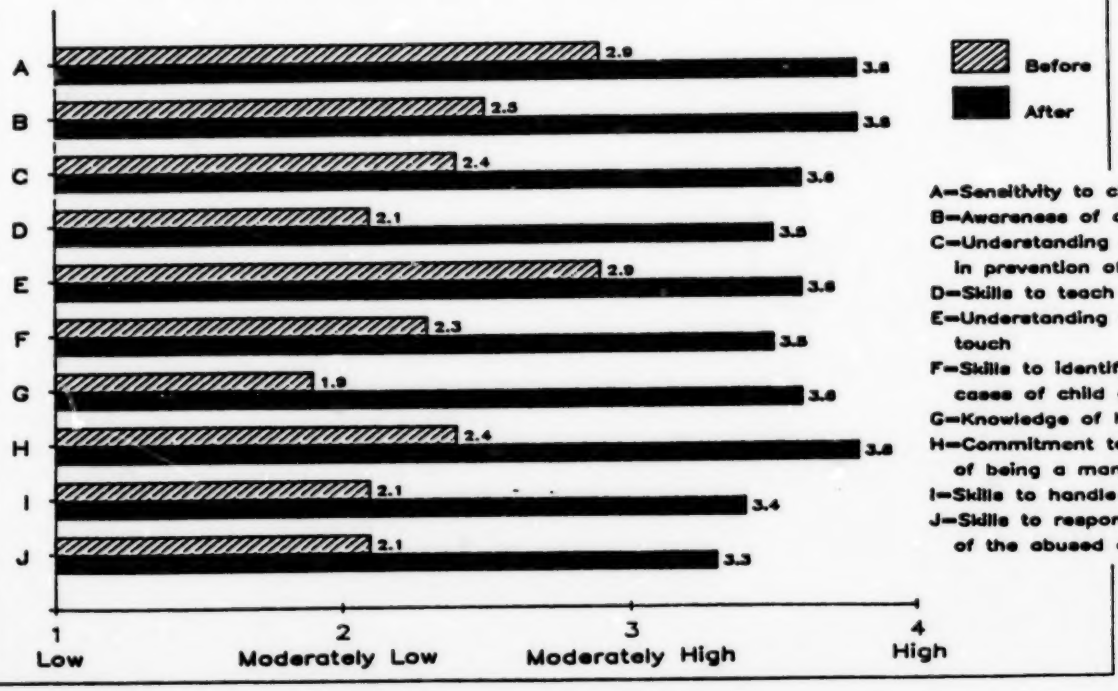


2.8 Perceived Change in Professional Knowledge/Skill Level (continued)

Principals' perceptions of the change in their own knowledge/skill level are illustrated in Figure 12. Prior to the introduction of the program, their ratings on a 4-point scale for the ten identified knowledge/skill areas ranged from moderately low to moderately high for all 10 items. Current knowledge/skill levels for all items were rated moderately high to high. Based on self-assessments, the most change has occurred in the area of knowledge of how to report.

Principals identified the following areas for further professional development: classroom/student management after disclosure (40%), instructional aspects of the Personal Safety Program (31%), handling disclosure (25%), and identification of suspected child abuse (19%).

FIGURE 12
PRINCIPALS' ASSESSMENT OF THEIR OWN KNOWLEDGE/ SKILL LEVEL IN SELECTED AREAS BEFORE AND AFTER INTRODUCTION OF THE PERSONAL SAFETY PROGRAM


A 2.9 3.8
B 2.8 3.8
C 2.4 3.8
D 2.1 3.5
E 2.9 3.8
F 2.3 3.5
G 1.9 3.8
H 2.4 3.8
I 2.1 3.4
J 2.1 3.3
Before
After
A=Sensitivity to children's needs
B=Awareness of child abuse
C=Understanding education's role in prevention of child abuse
D=Skills to teach prevention
E=Understanding of appropriate touch
F=Skills to identify suspected cases of child abuse
G=Knowledge of how to report
H=Commitment to the responsibility of being a mandated reporter
I=Skills to handle a disclosure
J=Skills to respond to the needs of the abused child
1 Low
2 Moderately Low
3 Moderately High
4 High

2.9 Parents' Comments About the Personal Safety Program

With the exception of one respondent who did not consider child abuse to be a problem in the community, the parents who were interviewed for this study were highly supportive of the Personal Safety Program in Seven Oaks School Division. Approximately two-thirds of the respondents considered that their children had benefitted in the following areas as a result of the program: decision making skills, understanding of appropriate touch, assertiveness skills for personal safety, and knowledge of support systems. More than three-quarters of the parents indicated that the program had promoted discussion at home about personal safety.

More than half the parents interviewed indicated that they had not received any take-home activities from the program. Some parents expressed interest in receiving more information about the program, not only for the purpose of information but also to reinforce at home what their children were learning at school. The program was observed to have "started kids and parents talking," to have increased parents' as well as children's awareness of abuse and its prevention, to have lent credibility to what parents say, and to have provided a needed service since "parents get anxious talking about it." A number of parents commented that children need this information every year.

3.0 Conclusions and Recommendations

The involvement of school personnel in identifying and reporting suspected child abuse has intensified over the past decade. At present school divisions throughout the province are seeking to develop and/or refine approaches that will both fulfill their responsibilities in this area and also provide a service that is supported by the school and the community. Based on the findings of this review, the Personal Safety Program in Seven Oaks School Division is supported by educators, administrators and parents within the division.

From the point of view of educators and administrators, the curriculum itself and the support received in implementing it have contributed to the success of the program. Most parents perceive the program as complementing their own efforts to teach their children personal safety. A minority of parents either do not perceive the need for the school's involvement in this type of programming or perceive prevention education of this nature to lie exclusively within the school's domain.

Based on the comments provided by parents, administrators, counsellors and teachers, aspects of the Personal Safety Program that require further attention in Seven Oaks School Division are communication, specific elements of program delivery, and ongoing professional development. These areas are addressed in the recommendations which follow.

Recommendation 1: Communication

The contact between school personnel and parents concerning the Personal Safety Program should be more frequent. School personnel should implement a combination of several of the following elements:

a. The Personal Safety Program should be highlighted in monthly newsletters distributed to parents.

b. School handbooks should include a summary of the main features of the Personal Safety Program.

c. The distribution of program take-home activities should be increased.

d. School principals should distribute the divisional program brochure developed in 1986-87 by the divisional Personal Safety Committee to all elementary and junior high students.

e. Parent information meetings should be held at least once annually at the divisional and/or local school level.

f. School orientation sessions for parents should include reference to the Personal Safety Program.

3.0 Conclusions and Recommendations (continued)

g. A program summary letter should be prepared and distributed to parents to inform them that the Personal Safety Program is being delivered in their child's classroom.

Recommendation 2: Program Delivery

Effective implementation of the Personal Safety Program should be encouraged and maintained through the following practices:

a. Continued use of the curriculum developed by the Committee for Children is highly recommended. Appropriate supplements should be added to address adequately the areas of physical and emotional neglect.

b. The "Feeling Yes, Feeling No" Program should be reintroduced periodically to ensure that all students experience this program as they progress through elementary school.

c. The effectiveness of the program resource person in each school should be maintained and enhanced through ongoing professional development.

d. School administrators should provide support and otherwise encourage teaching staff to implement the Personal Safety Program in their classrooms every year. Suggestions for effective time management should be provided to teachers to ensure delivery of the Personal Safety Program.

e. Additional program resource materials should be made available at the divisional and local school levels. More curriculum materials should be purchased by some of the larger schools.

f. The Personal Safety Program should be augmented by Physical Education supplements.

g. Highly qualified resource personnel should be available on an ongoing basis for teacher/student consultation at the elementary level.

h. The divisional Personal Safety Committee should be maintained. An orientation session for new teachers should continue to be one of its priorities.

3.0 Conclusions and Recommendations (continued)

Recommendation 3: Professional Development

Ongoing professional development opportunities for teachers, counsellors and administrators concerning the prevention and handling of child abuse should be provided. In addition to periodic updates, further training is required in the following areas:

a. proper handling of disclosures

b. identifying suspected cases of abuse

c. classroom management after disclosures and ongoing response to the abused child

d. time management techniques for delivering the Personal Safety Program.

Recommendation 4: Program Evaluation

The Personal Safety Program should be reviewed on a regular basis. The review process should include surveys of parents, students, teachers, counsellors and administrators to obtain information on program effectiveness and impact.